



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 142869

DfES Number: 521611

INSPECTION DETAILS

Inspection Date 12/10/2004
Inspector Name Mary Daniel

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Elim Church Day Nursery
Setting Address Elim Church Hall
Southville
YEOVIL
Somerset
BA21 4JA

REGISTERED PROVIDER DETAILS

Name Elim Church Day Nursery 251549

ORGANISATION DETAILS

Name Elim Church Day Nursery
Address Elim Church HallHall
Southville
Yeovil
Somerset
BA21 4JA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Elim Church Day Nursery operates from premises which form part of Elim Pentecostal Church which is situated close to the centre of the town of Yeovil. Children attending come from Yeovil, and the surrounding villages within an approximate radius of 10 miles. This nursery runs under a church management committee formed from the Pentecostal church. The accommodation is divided into three main play areas, with children grouped according to age and ability. The nursery have use of a tarmac outdoor play area, which is situated along the road from the church premises.

The day nursery is registered for 40 children aged from 3 months up to 8 years. There are currently 50 children on register. The group is open from 08:00 - 18:00, all year round except for bank holidays. There are 10 members of staff, most of whom have early years qualifications.

The nursery is in receipt of Government funding for children aged 3 and 4 years, and there are currently 14 funded 3-year-old children on roll. The nursery cater for children with special educational needs and those with English as an additional language. The nursery receive support from the Somerset Early Years Development and Child Care Partnership.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Elim Church Day Nursery offers good quality nursery education, where children are well supported by dedicated staff, in making generally good progress towards the early learning goals.

Teaching is generally good. Staff know the children well, and form trusting relationships, which results in children developing good self-esteem. They ask effective questions to help children think and ask 'why?' Staff are currently reviewing the planning system, and becoming familiar in identifying specific learning intentions for each activity. The assessment system tracks children's overall progress, but does not fully inform staff in setting sufficient challenges in further planned activities. Staff create a vibrant, motivating play environment, which children explore with enthusiasm. Staff give positive direction in managing behaviour, which is effective overall, but the organisation of some activities and limitations in the range of physical play opportunities, results in children becoming restless at some times in the session.

Leadership and management is generally good. The manager gives strong direction and staff work well as a team. A secure framework of procedures supports the groups aims for improvement, but the provision is not always sufficiently monitored to identify areas for improvements, for example in providing more regular information for parents on current nursery issues. The supportive committee motivate staff well in their own development through the ongoing training opportunities provided.

Partnership with parents is generally good. Staff form good relationships with parents and their involvement in the nursery is welcomed. There is limited information given on current nursery issues, although there are regular opportunities provided to share information on their child's developmental progress.

What is being done well?

- Staff are committed and give a positive approach to learning through play, which impacts well on children's overall developmental progress. Staff form good relationships with children, often using praise and encouragement to help them in developing good self-esteem.
- Children use their imagination well in play. They become absorbed in their game of role play and make good use of the easily accessible resources to extend their ideas and thoughts, for example; in using the toy woodwork tools to mend their play house
- Children are becoming confident in their number awareness and often use number language appropriately in play. They enjoy singing a variety of

number songs, such as '5 Little men in a flying saucer' and are starting to solve practical problems well in play.

- Staff create a bright and inviting play environment with space and resources used effectively to provide different areas of play. Children's pictures and attractive posters are displayed well and help the room feel active and interesting. Children enjoy exploring the play room and show pleasure in the range of purposeful play activities provided.

What needs to be improved?

- the information available for parents on current nursery events and the daily play activities provided for their children, showing how these relate to the early learning goals
- the organisation of some parts of the session, to maximise children's learning opportunities, and to include more regular physical play experiences, to ensure all children are able to maintain concentration and feel confident to participate within all larger group situations
- the use of systems for planning and assessment to help staff fully support learning and to set appropriate challenges for children who learn at different rates

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection of funded nursery education when they were asked to develop the planned learning objectives before rather than after the activity takes place, and to show how activities could be modified to challenge children who learn at differing rates.

Staff are becoming more familiar with the stepping stones and have reviewed and updated the planning system, which is now used more effectively to identify the learning objectives for the main focussed play activities within the weekly plans. The aims of the everyday routine or extension activities are not as clearly shown, although in practice are generally modified well to meet children's particular needs.

The pre-school were asked to revise the policy for special educational needs and this has now been updated satisfactorily to give reference to the Code of Practice, with which the group work. Staff regularly monitor children's development through an ongoing observations system, which effectively allows for identification of any possible developmental concerns arising.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children happily explore the play areas and become absorbed in activities. They are curious and most have a positive approach to new experiences. Children develop a sense of community as they take part in nursery plays and join in with the group songs and prayer. They show kindness for others, for example; in wanting their friend to have a turn in the group action game. Children show pride in their achievements and respond well to praise given, feeling valued and welcomed within the nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children start to ascribe meanings to their marks as they draw pictures of themselves and their families. They listen well to the group stories and start to join in with the repeated refrains, but are not often encouraged to look at books independently. They enjoy their rhyming activities, for example; as they talk about the squishy, squashy fish in the story of Jonah. Children are starting to realise print carries meaning as they find their name cards, and they make lists in their role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy counting and do so confidently. They learn about simple number problems as they enthusiastically sing their nursery songs such as '5 little monkeys', and they look to see how many more chairs are needed at snack time. Children are beginning to recognise shapes well as they hold hands together and make a circle for their songs and games. They are starting to solve practical problems easily through play, as they work out how many more bricks are needed to make their wall.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show interest in how things happen, for example; as they operate the lock on the water play system to let their boats sail through. They enthusiastically operate their torches on and off in their hunt for objects in the dark. Children learn about living things as they watch the giant land snails move around their tank, but opportunities to investigate different features of their environment are limited. Children carefully join construction pieces together to make their models.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show awareness of their own needs, as they take off their jumpers when they feel hot. They enjoy musical games and control their body well as they stop dancing to form a statue shape, but there are not enough of these activities to allow children to practice their gross motor skills on a regular basis. Children use hand-eye co-ordination well in opening the paint bottle, or operating the toy sander. They learn to use tools safely as they carefully grate cheese for their sandwiches.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children become absorbed in exploring colour and textures, for example; as they feel the 'gloop' mixture or the green spaghetti, and notice the changes when this is mixed with water and slides through their fingers. Children use their imagination very well in play as they make each other tea in the home corner, and cuddle their 'babies' to make them better. They carefully copy what they see adults do as they 'iron' the dolls clothes, or use the 'hammer' on their wall of bricks.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide more information for parents on current nursery events and the daily play activities available for their children and how these are planned in relation to the early learning goals
- review the organisation of some parts of the session, to maximise children's learning opportunities and include further physical play experiences
- further develop the use of systems for planning and assessment to allow staff to fully support learning and to set appropriate challenges for children who learn at different rates

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.