



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251428

DfES Number: 547986

### INSPECTION DETAILS

Inspection Date	03/12/2004
Inspector Name	Glenda Kathleen Field

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Emmanuel Pre-School
Setting Address	Emmanuel Church Rooms Rose Lane Bungay Suffolk NR35 1DQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Emmanuel Pre-School
------	--------------------------------------

### ORGANISATION DETAILS

Name	Emmanuel Pre-School
Address	Emmanuel Church Rooms Rose Lane Bungay Suffolk NR35 1DQ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Emmanuel Pre-school have been operating since 1964. They are a committee managed group and meet in the Emmanuel Church Rooms situated in the town centre of the market town of Bungay. The pre-school is open each weekday from 09:15 to 11:45. A maximum of 25 children may attend the pre-school at any one time. There is no outside play area.

There are currently 40 children aged from 2 years to under 5 years on roll. Of these, 20 children receive funding for nursery education. The pre-school supports children with special educational needs and children who speak English as an additional language.

The pre-school employs five staff. Three of the staff hold appropriate early years qualifications.

### How good is the Day Care?

Emmanuel Pre-school provides good quality care for children.

The staff provide an attractive environment, which helps children to feel welcome and secure. Children have access to a wide range of stimulating activities and resources and this ensure they are interested and active throughout the session. The staff work well together and good staffing ratios mean that children receive individual care and attention during the session. All documentation is in place and is implemented by the staff to ensure children's well-being. However two policies require further development.

The staff demonstrate a good awareness of safety issues and they are vigilant in ensuring that children are safe during their play. There are appropriate procedures in place to help children learn about good hygiene practices. Staff promote healthy eating so that children learn about making healthy choices. The staff promote an inclusive ethos and enable children to learn about other cultures and beliefs. Children have access to a good range of resources which reflect our diverse society.

There are effective procedures in place to support children with special needs. Staff use praise and encouragement effectively to help children understand about good behaviour. The staff interact well with the children, they talk and listen respectfully to them and enjoy warm and trusting relationships with them.

The setting develops good relationships with the parents. Good information is both gathered and shared with the parents, so that children feel secure within the group. Parents are kept informed about planned activities and their child's progress at the setting. Parents are encouraged to approach the staff at any time.

#### **What has improved since the last inspection?**

At the last inspection the setting agreed to ensure that the setting operated within local planning requirements and to ensure positive steps were taken for children to wash their hands after using the toilet.

The setting have received confirmation from Waveney District Council regarding operating within planning requirements. A letter dated 02/07/2002 confirms that this is satisfactory. Staff now ensure that children wash their hands after toileting.

#### **What is being done well?**

- The staff and children enjoy good relationships with one another. Staff listen to what children say and respond with interest. This fosters a supportive and caring environment where children feel secure and settled.
- A wide range of stimulating and interesting activities are provided that promotes learning in all areas of children's development. The accessibility of the equipment promotes the children's independence.
- Staff demonstrate good behaviour management. Clear boundaries are in place and staff are consistent. This ensures that children know what is expected of them and they play well together.
- The partnership with parents and carers is good and ensures that children are cared for according to parent's wishes. Parents are given good information so they know about their child's progress and they are actively encouraged to participate in their child's learning.

#### **What needs to be improved?**

- child protection statement and complaints procedures.

#### **Outcome of the inspection**

Good

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
12	Ensure that the complaints procedure contains the contact details of Ofsted as the regulator.
13	Ensure that the child protection policy contains a procedure to be followed in the event of an allegation of abuse being made against a member of staff or volunteer.

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

### How effective is the nursery education?

The provision for nursery education at Emmanuel Pre-school is acceptable and of good quality overall. Children are making good progress towards the early learning goals.

The quality of teaching is generally good. Staff have good knowledge and understanding of the Foundation Stage. Planning covers all six areas of learning and adult focussed activities have clear learning objectives. Staff have good relationships with children and know them well as individuals. They provide a secure learning environment, which is attractive and welcoming. Good support is given to children with special needs. Staff provide good role models. Children are given clear boundaries and are beginning to understand about appropriate behaviour. Staff make assessments of children's progress, however, full use is not made of observations and assessments within planning to ensure individual children are supported in moving onto the next stage of learning.

Leadership and management is generally good. A small committee oversees management of the pre-school. The person in charge and staff are responsible for the day to day running of the pre-school. Staff work well together as a team and have regular meetings to evaluate sessions and the provision for nursery education, however, a more rigorous system for the monitoring and evaluating of the quality of teaching taking place is needed. The pre-school committee and staff are committed to improving the care and education for children.

Partnership with parents is very good. The setting has an informative brochure giving information on the foundation stage. Additional information is provided through newsletters and the pre-school information board. Information is given informally to parents daily, and parents are given formal opportunities each term to discuss their children's progress with staff.

### What is being done well?

- Children have excellent opportunities to express themselves during music and movement activities, and use a range of materials to communicate their ideas and promote their sensory development using textures, colour, form and shape.
- Good opportunities are provided to enable children to build and design, use ICT and learn about themselves and others.
- Children count with confidence and are becoming aware of numbers through rhymes. Children use mathematical language and experience activities to enable them to solve practical problems.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"> <li>● the monitoring and evaluating of the quality of teaching taking place</li> <li>● the use of observations and assessments within planning.</li> </ul>

<b>What has improved since the last inspection?</b>
Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are well settled and secure; they speak in front of others with developing confidence. They are beginning to show good levels of concentration and they learn to share and take turns. Children are learning about rules and codes of behaviour and staff explain these to help children understand. Children are developing good independence skills. Children learn about their own beliefs, and those of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children are beginning to use language well, joining in with songs and rhymes. Children have good opportunities to link sounds with letters. There are examples of print around the room. Books are well displayed in a comfortable area and children handle them carefully. Their listening skills are developing well e.g. when listening to stories and instructions. Children have opportunities to make marks in a variety of different play situations e.g. post office role play and finger painting.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have many opportunities to count and use number throughout the sessions and demonstrate they can count and relate numbers to objects. Children have opportunities to learn about more and less than, and activities are planned for simple calculating and problem solving e.g. water play and sand play. Children recognise large and small showing understanding of size. They are able to recognise and name simple shapes. Children use positional language during play, such as in, over, and under.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children have opportunities to explore and investigate different objects and materials and learn about change over time by growing plants from bulbs. They design and make models with different kits and junk. Children are developing a sense of time discussing past events and looking at seasons. They learn about their environment by visitors to the setting and visits out e.g. town green and castle and a local farm. Planned topics enable them to learn about other cultures e.g. Africa and China.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children have opportunities to use a range of different equipment to develop their physical skills and are encouraged to move using a range of different body parts during music and movement activities. Children are developing an awareness of space and others around them. They have opportunities to learn about health and body awareness and are provided with healthy snacks. Children use a range of small and large equipment confidently and handle writing implements with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children have opportunities to explore different media and materials, paint, dough, sand and construction with bricks. Children sing simple songs in a group and enjoy participating. They are encouraged to use their imagination in a variety of role play situations and music and movement. Children use their senses throughout different activities e.g. cooking and finger painting and their work is valued and appreciated.

**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**

- make full use of the observations and assessments within planning to ensure individual children are supported in moving onto the next stage of learning
- develop a more rigorous system for the monitoring and evaluating of the quality of teaching taking place.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*