

# Elim Pre-School Centre

Inspection report for early years provision

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**Unique reference number** EY412015  
**Inspection date** 01/11/2010  
**Inspector** Frank William Kelly

**Setting address** Lakeside Christian Centre, North Promenade, Southport,  
Merseyside, PR8 1RY

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Elim Pre-School Centre was previously registered at other premises for several years. It has been registered at the current premises since 2010 and is operated by an organisation. The setting is situated within a self-contained room on the ground floor of a Christian Centre, which is situated in the town of Southport in Merseyside. There is an enclosed outdoor area for children to play in and the premises are fully accessible. The setting is open each week day, during term times, from 9.15am until 3.00pm.

The setting is registered on the Early Years Register. A maximum of 26 children aged from two to five years may attend the setting at any one time. There are currently 40 children attending who are within the early years age range. The setting provides funded nursery places for some three and four-year-olds and supports a number of children with learning difficulties and/or disabilities.

The setting employs four staff who hold an appropriate early years qualification. Of these, two hold qualified teacher status, of which one also holds Early Years Professional Status and another has completed an Early Years Foundation Stage degree. Additional lunch time staff are also employed. The setting receives support from the local early years development team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from the good organisation of the play environment and the implementation of secure activity planning linked to their individual interests. This positive approach is promoting most aspects of their learning and development very successfully. Self-evaluation demonstrates a commitment to the continuing improvement of the provision. However, the management monitoring systems are not sufficiently rigorous. They do not ensure that there is an applied consistency across some of the regulatory requirements of the Early Years Foundation Stage. Parental engagement and wider partnership working is, in most instances, used well to enable children's individual needs to be known and met well.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information about who has legal contact with the child and who has parental responsibility is held for every child (Safeguarding and welfare) 15/11/2010
- revise the systems for seeking information about children's health needs before they start. In particular that there is sufficient information about any medical condition of a child and their long term medical needs 15/11/2010

- (Safeguarding and welfare)
- ensure that records to assess suitability are held for every member of staff. In this instance that the unique reference number of CRB disclosures and the date on which they were obtained is retained (Safeguarding and welfare) 15/11/2010

To further improve the early years provision the registered person should:

- develop children's language for communication by sharing rhymes and stories from many different cultures including languages other than English. In particular those of children attending who are learning English as an additional language
- develop the self-evaluation and quality improvement processes to include a robust internal system of review. Include secure management monitoring systems to ensure that regulatory documentation is maintained consistently at all times.

## **The effectiveness of leadership and management of the early years provision**

The management implements many positive steps to safeguard children. Staff have completed relevant training and the policy and procedures reflect the requirements of the Local Children Safeguarding Board. Consequently, the staff are very clear about the steps to take to report any concerns they may have about a child in their care. Rigorous recruitment procedures follow the recommended guidance including the seeking of references and a completion of a full Criminal Records Bureau check. Whilst records show that such checks have been undertaken for staff, one is incomplete.

On a day-to-day basis the organisation of the setting and equipment is good. Children have good space to move and play, enjoying the free access to an interesting and varied selection of materials that are well maintained. Staff implement the policies and procedures effectively in practice to promote the children's safety and welfare. For example, they undertake regular daily checks throughout the premises and maintain constant supervision of the children.

Regulatory documentation is generally maintained appropriately and available for inspection. However, some required information, such as, who has parental responsibility for and legal contact with a child, has not been obtained.

Other information about children's needs in many aspects is detailed and provides the staff with a good base knowledge of the individual child's needs and interests. However, for children with specific health needs the information sought before a child starts is not necessarily, in sufficient detail, to ensure that a child's potential health needs can be adequately met. While it is recognised that partnerships with other agencies has since been sought to promote and protect such children, it is a statutory requirement of the Early Years Foundation Stage that sufficient

information is available before a child starts. However, the engagement of parents is actively encouraged. Information about the setting and children's learning is displayed and newsletters are provided on a regular basis. The setting demonstrates the benefits of extended partnerships including those with other settings that also care for the children. Systems for exchanging information are in place and the setting is linking closely to other organisations in the local community.

This development of the provision and the close working with the early years development team demonstrates the management's commitment to improving the outcomes for the children and promoting continuous improvement. However, at present it is less successful at monitoring the continuing implementation of policies and procedures to ensure that there is a consistency maintained.

## **The quality and standards of the early years provision and outcomes for children**

Children's learning and development is promoted well at this setting. The staff have a good understanding of the ethos of Early Years Foundation Stage and how children learn through play. They have organised the resources to actively encourage investigative and self-exploratory play. Consequently the children from the youngest age are busy and engaged in their play. For example, the free access to the music player entices a younger child to investigate the compact discs and how the player operates. Older children spend long periods of time adeptly using sticky tape, scissors and straws to make complex models.

Revised systems for the activity planning are securely linked to the observations made by staff and include activities that help to build on children's next steps for learning. Curriculum planning has been implemented to ensure that all aspects of each area of learning are being covered over the year and the records of children's progress in place are complemented with photographs and children's work.

The high expectations that staff have and the way that they approach children means that children are becoming adept and very independent. For example, they pour their own drinks at snack time with skill and eagerly attempt to put on their coats. The outcomes for children are threaded throughout the organisation and daily routines. Children's health is promoted as they have regular use of the outdoor space to benefit from natural daylight and fresh air. Indoors a music and movement mat has been introduced and children energetically demonstrate their dance moves. Stories and the playing of games are eagerly participated in. Children instigate familiar games, such as, hide and seek. They correctly count one to 10, before calling 'ready or not, I'm coming'. The use of blankets and the climbing frame allows children to act out favourite stories, such as, the 'Billy Goats Gruff'. Healthy eating and lifestyles are part of the setting's continuous provision and information about healthy packed lunches is shared with parents to extend what staff are doing during snack times.

The staff have a pleasant and approachable manner which means children are relaxed and at ease. Good role modelling by the staff, gentle reminders and use of

projects about safety are helping the children to gain a sense of keeping themselves and others safe. This is complimented by children being encouraged to care for themselves and others, helping to tidy up and being careful with equipment. They are encouraged to make a positive contribution and learn social skills as they take turns, such as, using the computer, or listening to each other during group discussions. They are very well-mannered and behave well for staff, who provide much praise and are consistent in encouraging good behaviour. For example, reminding children not to run inside and regularly using 'please' and 'thank you'. There are resources that reflect cultural diversity and staff have obtained key words for those children who have a home language other than English. They also use visual prompts to ensure that they can support and communicate with the children. However, they have not yet considered how they could include stories and rhymes in other languages to support the children's understanding of their own and other people's cultures. However, the freedom afforded children to explore mark making with pens and in the mud, count regularly and use a range of technology, along with being engaged by interested and enthusiastic adults, means that children are actively developing skills for the future in this welcoming and fun environment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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