

Emmanuel Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Emmanuel Pre School is committee run and opened in 1990. It operates from two rooms in a church building on the outskirts of Hailsham. All children have access to enclosed outdoor play areas. The pre-school is open each weekday during school term times, from 9.10am to 12.10pm. Children have the option to stay for lunch club Monday to Thursday, which ends at 1.10pm.

The pre-school is registered on the Early Years Register and both parts of the Childcare register. A maximum of 30 children aged from two years may attend the pre-school at any one time, of these, 20 may be aged under three years. There are currently 30 children in the Early Years age range on roll, some in part-time places.

Although the pre-school is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to care for children in the later years age range, it is not caring for any children in this age group.

There are seven members of staff, five hold appropriate early years qualifications to National Vocational Qualification level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are kept safe and have their individual care needs met well. They are making good progress and are effectively supported by the caring staff team. Staff know the children well and can identify where they are in their learning. However, the written records do not consistently demonstrate children's progress. The children are confident as they are valued for who they are with their individual characters nurtured. Overall, partnerships with parents and others are in place and positive. Effective steps are taken by the setting to evaluate the provision, identifying strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure written parental permission is clearly requesting consent for the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare)
- 05/11/2010

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

- improve the children's learning records to show better links to the areas of learning and ensure they clearly show how well children are progressing towards the early learning goals from their starting points
- improve systems to encourage parents of all children, and other Early Years providers as appropriate, to contribute to the assessment process by supporting individual children's learning, such as with the identified next steps.

The effectiveness of leadership and management of the early years provision

Detailed written policies and procedures ensure that children are protected and well supported. Records of risk assessments and daily checks show how children are kept safe and secure. Staff have a confident and regularly updated knowledge of child protection and their responsibilities in safeguarding children. There are measures in place to ensure that staff have appropriate suitability checks and any new staff do not have unsupervised contact with the children. All adults are deployed effectively to support children's learning and welfare throughout the session. Parents only provide partial written consent for the seeking of any necessary emergency medical advice or treatment in the future. As a result, it is not clear what staff are able to do in the event of a medical emergency and this breaches a specific legal requirement of the Early Years Foundation Stage.

The staff team work well together and there is good communication. This ensures effective organisation of the activities and resources to support all children across the six areas of learning. This helps ensure there is a good range of activities and resources to support all children across the six areas of learning. Children have access to a range of books and puzzles that promote positive images of diversity, helping them embrace differences. Children are able to freely choose their play using a variety of good quality resources, both inside and out, that are easily accessible. Since the last inspection a secure outside area has been established with free-flow access from the hall. During part of the morning children can decide whether they want to play indoors or out. In addition, children still have regular use of the car park area, which is made safe and secure prior to use. This enables energetic physical play with resources such as hoops, balls and ride-on toys.

Relationships with parents are good. They meet with their child's key persons regularly to discuss the progress they are making. The key persons are knowledgeable about individual children and where they are in their learning. However, this knowledge is not well represented in the written records and these do not indicate how well the child is progressing in relation to their starting points. Parents are encouraged to contribute to the assessment process, by noting children's achievements at home. Some children who are soon to attend school have 'homework' linked to their next steps that parents can get involved in. However, ideas for activities at home are not formally extended to parents of the younger children and as a result some parents are less involved in contributing to the assessment process. There are contact books in place for the children who attend other Early Years Foundation Stage providers. However, the detail noted tends to be more descriptive of their day or linked to care needs than looking at

children's learning and development. As a result, they are not effective in supporting children's progression and continuity of learning.

Recommendations made at the last inspection have been met and have improved outcomes for children; for example, regular fire drills are now practised so that the children know what to do in the event of a fire. There are evaluations of some activities to monitor their effectiveness and to see if any improvements can be made. Support from external professionals has been beneficial in developing the pre-school and in helping the setting and staff evaluate their own practices. Plans for future development are achievable and show the pre-school have the potential for continued improvement.

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

The key person system supports the individual needs of children and involves discussions with parents or others to support any additional needs a child may have. Established children are very confident, happy at the group and keen to communicate. The newer arrivals are effectively supported by the staff, in particular their key persons, to settle well. The organisation of the session encourages children to gain independence skills; for example, as well as making decisions about their play, they have easy access to the toilet area or their drinks. The staggered snack time means that children have some choice over when they have this, also gaining skills as they pour drinks or spread their bread or crackers. However, although the tables are kept clean children are spreading butter on bread without plates, straight onto the table, which does not promote hygiene. Children learn to keep themselves safe through involvement in specific activities that are supported by staff; for example, using safe knives they learn to cut their own fruit at snack time or take part in a fun activity to develop awareness of road safety. Staff also help them learn how to use equipment such as scissors and garden tools safely.

Relationships are good and children's behaviour is managed well. They willingly share toys and resources with others or take turns. Most listen attentively to stories or during circle time, although sometimes the length of time is harder for a very small number of children to deal with. Whether an activity is of the child's own choice or suggested by a member of staff they are willing to get involved and participate. The ability to free-flow to the outside during the session benefits children's health and develops their confidence. The caring relationships the staff have with the children supports their emotional well-being.

Observations of the children are noted and the key person uses these to assess how well children are progressing. Each child has a file where observations are recorded regularly. However, not all written observations link clearly to the areas of learning. Regular planning meetings ensure the availability of suitable resources and activities to meet these next steps. As a result, children are progressing and having appropriate challenges set.

Children enjoy their time at the pre-school and have fun. They grow plants and vegetables, which they taste. The use of the garden outside area enables children to investigate the natural environment whether looking for bugs or digging and planting in the earth. Resources such as magnifying glasses extend their enjoyment. Access to Information and Communications Technology (ICT) resources such as calculators or using the torches in the dark den helps children develop the necessary skills for their future learning. The digital camera is very popular and children confidently take photographs that are then printed in a book for them to see or share with parents.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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