

# Immanuel Pre-School

Inspection report for early years provision

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**Unique reference number** 510027  
**Inspection date** 20/01/2011  
**Inspector** Lucy Showell

**Setting address** Immanuel Church Hall, Highters Heath Lane, Hollywood,  
Birmingham, WEST MIDLANDS, B14 4LX  
**Telephone number** 07979 237800  
**Email**  
**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**

Immanuel Pre-School opened in 1993 and is registered with Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates in a classroom at Hollywood Primary school for the Monday session and from the church hall at Immanuel Church in Hollywood on Tuesday, Wednesday, Thursday and Friday sessions. Children also have outdoor access to the school playground and a small garden on the church premises. The setting has systems to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The group opens five days a week during term time only. Sessions are from 9am to 11.30am each morning and from 1pm to 3.30pm on Tuesday and Thursday afternoons. There are currently 41 children attending who are within the Early Years Foundation Stage. Children attend for a variety of sessions. The group employs five members of staff, of those one has a foundation degree and four hold early years qualifications at Level 3. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Immanuel Pre-school ensures strong relationships are fostered between caring staff and happy children in a welcoming and homely environment. Staff have clear understanding of the Early Years Foundation Stage and competent knowledge of the welfare requirements within. Their good partnership with parents and valued associations with other early years professionals ensure all children's individual needs are inclusively and consistently met. Effective practice is supported by well-written and informative policies and procedures. The constructive methods of self-evaluation carried out show the setting's good capacity for continuous improvement.

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

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

- increase the posters, pictures and other resources on display to show the setting's positive attitudes to equality and to help children and families to recognise that they are valued
- make sure there is sufficient time for children to concentrate on activities and experiences in order to develop their own interests.

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

Staff have clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations. The robust recruitment and vetting systems in place ensure all people working with the children are suitable to

do so. The accurate records of the staff and committee members show clear information regarding training, experience and qualifications. Children's safety is further secured by the checks and actions taken regularly by the staff and a record of these is consistently maintained. For example, efficient written risk assessments have been completed and recorded to show all the current identified aspects. Clear and detailed written policies and procedures are in place, shared effectively with parents, staff and committee members and updated as required. There is a clear vision and high aspirations shared by the managers and staff at the pre-school. They have successfully addressed recommendations raised at previous inspections to promote and extend ongoing opportunities for children's learning. They are always looking for ways to further improve the quality of the provision as detailed in their completed self-evaluation document. They use constructive methods which have enabled the valued opinions of staff, parents and advisory professionals to be listened to and acted upon. The pre-school is well-resourced providing various activities and opportunities for the enjoyment of all children present. The good range of quality and durable equipment, and the staff's pro-active approach to community working, ensures the sustainability of the pre-school.

The strong leadership, management and staff relationships promote efficient team work. All staff are proactive in the implementation of their roles and daily responsibilities. For example, good use of initiative ensures all children are closely supported and supervised and are kept active and involved. Key persons are effectively assigned to individual children to ensure their needs are met, to monitor their development and to form valuable relationships with parents. Useful knowledge of individual children enables all children's needs to be met effectively. For example, staff communicate well with other professionals including those who work with children with special educational needs and/or disabilities and English as an additional language or who attend other settings. This enables complementary and consistent practice. All parents, childminders, grandparents and siblings are involved, well-informed and are willing express their appreciation of the provision. They feel welcomed by the 'caring, dedicated and approachable staff' and are happy with 'such a positive and stimulating environment'. Parents are comfortable within the setting and are invited to many special events throughout the year. Family members have attended sessions to share information with the children about their differing cultures, home languages, festivals and traditions.

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

The clean and well-maintained pre-school is safe and clear security systems are in place. Children enjoy a healthy range of freshly prepared snacks such as fruit slices and wholemeal toast. Their independence is encouraged as they select from the options available and are sometimes supported in pouring their own drinks. Children are encouraged to develop the habits appropriate to good learners as they share equipment, take turns and listen to others. They recognise their own needs and those of their peers as staff have effective and consistent systems for managing children's behaviour. At circle time they show secure understanding of their safety as they talk about holding hands on outings and wearing seat belts in

the car.

Children develop confidence and show enthusiasm for the experiences on offer. The bright and welcoming environment is spacious and well organised, however lacks displays of children's own work, posters and other resources. Consequently, the setting's positive attitude to equality and the opportunity for children and families to recognise that they are valued is not always fully explored. Useful information regarding children's achievements is communicated effectively with parents. For example, children's starting points are discussed and daily news and progress is shared. Good use of the clear systems of observations and assessments informs the planning well. This ensures a variety of age-appropriate and well-resourced activities are provided. However, the routines within the sessions are too structured. Unfortunately this impacts on the time available for children to concentrate on activities and experiences in order to develop their own interests.

Staff are enthusiastic and work happily with children. In the book area, children sit together sharing stories with staff, turning pages carefully and reading familiar stories to their friends. They develop counting skills as they sort out the trains and the track and make sure everyone has enough. Construction is available on the carpet where children have space to build, compare and challenge each other. They enjoy role-play scenarios as they act out real and imaginary characters with small world resources. In the play dough children mould, squeeze and press recognisable shapes and show great pride in their creative abilities. During circle time they like to take turns showing their peers items from home and telling them about special events. Focussed activities encourage good listening as children work out which musical instrument they can hear being played behind the screen. Children are happy and stimulated at the pre-school. As a result, they are progressing well across all areas of learning and development.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
The effectiveness of the setting's engagement with parents and carers	2

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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