

Emmanuel Pre-School

Inspection report for early years provision

Unique reference number	251428
Inspection date	11/05/2011
Inspector	Jacqueline Mason

Setting address	Emmanuel Church Rooms, Rose Lane, Bungay, Suffolk, NR35 1DQ
Telephone number	07881 648815
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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

Emmanuel Pre-School is managed by a voluntary management committee made up of parents. It opened in 1968 and was previously known as Bungay Playgroup. It re-registered in 2000 as Emmanuel Pre-School. The setting is open from Monday to Friday during term time from 9am to 12pm. It has sole use of a main playroom and there are toilet facilities available off the main reception area. There is a small patio area for outdoor play and children are regularly taken on outings into the local environment.

The setting is registered on the Early Years Register to care for no more than 25 children in the early years age group at any one time. None of these children may be under two years of age. There are currently 27 children in the early years age group on roll. Children come from the local community and wider rural area. The setting supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The setting employs five members of staff. Of these, four hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are deployed well and have a sound knowledge and understanding of the Early Years Foundation Stage to help children make steady progress towards the early learning goals. Inclusion is promoted very well to enable children to access and participate in activities according to their age and level of understanding. Staff have some systems in place to work in partnership with parents, and partnerships with others who provide care and learning for the children are effective. All necessary policies and procedures are in place and these are currently being reviewed. Children's health is promoted well and most welfare requirements are met in order to safeguard children. Methods to evaluate the setting's strengths and areas for development are satisfactory to promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that adults looking after children, or having unsupervised access to them, are suitable to do so, with regard to informing Ofsted of changes to the individuals who make up the governing body, changes to the nominated person and undertaking necessary checks (Suitable people).

31/05/2011

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

- establish a culture of reflective practice that involves all stakeholders, in order to monitor the strengths of the setting and areas for development
- develop the tracking of the observation and assessment of children to ensure that children are making progress towards the early learning goals
- develop partnerships with all parents, with regards to sharing information about their child's progress and involving them in their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of the signs and symptoms of abuse to help them recognise when children may be at risk. They are confident to report concerns in line with the Local Safeguarding Children Board guidelines. However, not all key committee members are known to Ofsted and they have not completed suitability checks. This has the potential to compromise children's welfare. Most staff have undergone an enhanced Criminal Records Bureau (CRB) Disclosure check and these records are maintained. Those who have not yet been cleared are not allowed unsupervised access to children. Ongoing suitability is monitored through a yearly appraisal system. Risk assessments are carried out to ensure that children are able to play safely indoors and outside. Security of the rooms used by the setting is good and children are escorted to the toilets as these are accessed through a reception area that is not locked.

Policies and procedures necessary for the safe and efficient running of the setting are in place and are available to parents to help them make informed decisions about their children's care. Parents are kept informed about their children's day through regular verbal feedback. Children's developmental records are also shared, although this is not consistent for all parents. They are not actively encouraged to contribute to them in recognition of their role as chief educator of their children. Concerns about children's learning and development are managed sensitively and the setting works very well with outside agencies and others who provide care and learning for the children to promote children's well-being, learning and development.

Leaders and managers do not communicate an ambitious vision for the setting, although they are aware of the importance of self-evaluation in order to identify and monitor the setting's strengths and areas for development. Formal arrangements to evaluate the setting are not robust and do not actively involve the committee, staff, parents or children. Therefore targets for improvement are not set, although recommendations made at the last inspection have been addressed. The committee that oversees the setting is not actively engaged in the day-to-day running or management of it. However, staff who work directly with the children chat on a daily basis at the beginning and end of each session and have weekly staff meetings where they discuss what has gone well and any issues that need to be addressed. Staff appraisal systems are in place for most staff to help them identify their own areas of expertise as well as training needs.

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

Children feel safe and secure in the setting and have excellent relationships with staff, coming into the setting readily and happily. They separate from their main carer with little or no problems and staff treat children with genuine warmth and positive regard. All children are fully included in activities and staff support children with special educational needs and/or disabilities very well to ensure that they are able to participate at their own level of development. Children's behaviour is exemplary and any unwanted behaviour is managed sensitively, dependent on the children's age and level of understanding. Good behaviour is valued and praised, promoting self-esteem. As a result, children are learning right from wrong and are developing good relationships with each other, playing cooperatively together with popular resources, such as the small world cars. Positive images of culture, gender and disability are promoted and children are encouraged to develop positive attitudes to others.

The quality of teaching and learning is satisfactory. A satisfactory key worker system is implemented to provide each child with a named person to take responsibility for children's day-to-day learning and enjoyment and liaise with parents. Parents complete 'all about me' booklets when children first attend the setting and this helps staff to establish children's starting points, identify likes, dislikes and interests. Through this, staff are able to plan activities that children enjoy and provide a balance of adult-led and child-initiated activities. Regular observations of children are carried out and these are assessed to identify the next steps in their learning. A tick-sheet is used to ensure that children are observed across all areas of learning. However, children's progress is not sufficiently tracked, resulting in staff not being sure that children are making steady progress in their learning and development.

Children are developing skills for the future. A consistent routine is followed in the setting and this helps children to be settled and promotes a sense of belonging. They are developing independence as they are able to select which activities they would like to participate in and a rolling snack programme means that children can access a snack and a drink when they want. They understand the need for good hygiene, washing their hands before they eat. The playroom is well presented and the reading area is particularly inviting. Children enjoy exploring text and 'read' to adults and other children, using the illustrations in books as a guide to the content of the story. Staff are actively engaged in children's play and spend their time working directly with them. They recognise when children are not engaged in activities and offer encouragement. As a result, children are confident to play independently and also to ask for help. They persist in activities of their own choosing and, with adult support, complete activities that are challenging, such as completing number puzzles. Children enjoy using the computer and are able to complete simple programmes independently.

The doors to the small patio area are open and this enables children to choose to play inside or outdoors. In addition, children are taken out daily into the local

environment. They go on walks to look at nature as well as manmade objects, such as cars, discussing the colour of them and counting the number that they see. They are helped to learn how to keep themselves safe, holding onto the 'walking rope' so that they do not become lost.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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