

Elim Pre-School Centre

Lakeside Christian Centre, North Promenade, Southport, Merseyside, PR8 1RY

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| Inspection date | 04/07/2013 |
| Previous inspection date | 01/11/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children are well protected because management and staff place importance on children's welfare and safety. Efficient risk assessments ensure that children move around the setting safely.
- Children are happy, secure and settled because the staff create a warm, caring, welcoming environment. The key person system is well embedded and effectively supports children and families.
- Children choose from freely from a wide range of activities both inside and outdoors that support their growing independence.
- Children are happy secure and settled because the staff create a warm, caring, welcoming environment.
- Staff have a good knowledge of children's individual needs. Children with special education needs are very well supported to enable them to progress well.

It is not yet outstanding because

- Some areas for mathematical understanding have scope for further development. For example, in weight, time and length.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke with the manager, staff and children throughout the inspection. The inspector also spoke with parents.
- The inspector looked around the setting including outside.
- The inspector looked at documentation. These included children's records, policies and development plan.
- The inspector observed children's interactions with staff during activities.

Inspector

Sandra Harwood

Full Report

Information about the setting

Elim Pre-School Centre was registered in 2010 at the current premises and is on the Early Years Register. It is situated on the ground floor within a Christian Centre in the town centre of Southport and is managed by an organisation. The pre-school serves the local area and is accessible to all children. It operates from one large self-contained room and there is a fully enclosed area available for outdoor play.

The pre-school employs six members of child care staff. All staff holds appropriate early years qualifications, including the manager, who has Qualified Teacher Status and Early Years Professional Status.

The pre-school opens Monday to Friday, term time only from 9.15am until 3pm. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide opportunities for children to use length, time and weight to extend their mathematical understanding in these areas.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how young children learn to successfully meet children's needs. They are aware of children's starting points because parents complete an 'all about me booklet' at the start. Ongoing information about children's development is shared verbally with parents and at parents evening, along with a sharing information white board, all helps them continue their learning at home. Staff are actively involved in the children's play to support and challenge their learning. The planning incorporates children's next steps which staff identifies through accurate observations. Staff know the children well and create files which include observations, photographs and parent 'conversations'. These also include children's work which they have requested be included in their files. This enables staff to effectively track children's progress in learning and development and regularly complete a summary assessment of the children's progress.

This means that individual needs are identified and includes the progress check at age two. Staff are fully aware of the needs of all children and adapt and offer extra support for those who require it such as, younger children or children with special education needs and/or disabilities.

Children have lots of opportunity to explore creative experiences. For example, they are supported as they cut holes in boxes before placing them over their heads, others make paper aeroplanes to fly to Turkey, while some use old cards to cut up and create new ones. Children's technology skills are developing well. They use the computer mouse confidently to create drawings. Some children use the digital camera as they take photos around the setting and encourage staff and children to say 'cheese'. The many photos of feet become a 'guess who' game as staff create a book from them. Children are adept at using the compact disc player and choose music they want to dance to in the movement corner. The malleable areas offer children the chance to practice using a range of tools as they make a variety of cakes or animals from the dough.

Children's language skills are fostered well, resulting in good interactions between staff and themselves. Children who speak English as an additional language are supported through a language group. There are words in their home languages and staff ensure they have the correct pronunciation through talking with parents. Parents come into the setting to share their language and knowledge with the children. For example, an Italian doctor came in and spoke with the children about the body, along with introducing food, and the language. This helps children understand and tolerate differences in cultures and language.

They demonstrate growing understanding of number skills as staff ask them to find three items each at tidy up time. However, there is scope to develop other areas of mathematical development such as length, weight time to support children's understanding. Children show their initiative well, for instance, when new resources were put in the setting, staff were unsure what do with them. However, the children looked at them and began to describe what they could see as they looked at the resources, staff took their lead from the children. This shows they respect and listen to the children's ideas contributing to their self-confidence.

Staff use incidental teaching well to extend children's learning and understanding. For example, a member of staff helps children understand that the same result can be achieved through using another tub rather than feet as they make one side of the water tray higher. She extends this further as they excitedly splash the boat with water and compare the floating at different levels of the water, she asks questions that extend their thinking such as 'what will happen if you put lots of water over the boat?' She gives them time to think and experiment, developing the skills they require in readiness for school.

The contribution of the early years provision to the well-being of children

Children show their knowledge of the importance of good personal hygiene and are becoming independent in their personal care. For example, they concentrate intently as

they wash hands and forearms after completing painting. Children's knowledge of a healthy lifestyle is increasing as staff offer healthy snacks, and children have continuous access to drinking water. Parents are encouraged to prepare healthy lunch boxes as staff discusses options and share leaflets and suggestions. This is nurtured further as they grow vegetables together and enjoy picking and eating the peas.

Children demonstrate a strong sense of belonging because an effective key person system is in place. Staff works closely with parents to gain information and understanding concerning children's requirements. An effective settling-in process enables children and parents to feel comfortable in the setting and supports their emotional well-being. Children transferring to school are supported through good links with the local schools and enjoy opportunities to meet their teachers and visit the schools. Staff share information verbally, and exchange information through children's file and the transition passport the setting has developed.

Snack and lunch times are social occasions when children sit and chat in a relaxed way with their friends. This helps them to develop social skills and make good use of their developing language skills. Staff are good role models and use manners to demonstrate to children the importance of consideration and politeness towards others. Consistent encouragement and gentle reminders when required ensures children have a good knowledge of what is right and wrong.

Staff are well deployed to keep children safe, they position themselves well to offer support but enable children to take decisions and safe risks. Children show their understanding of how to keep safe as they become fire people and inform staff there is a fire. They give clear instructions as to what they have to do. Outside they follow the track in one direction to ensure younger children are kept safe. Staff also supports them to understand the importance of following rules. Children enjoy lots of opportunities to play outdoors and really enjoy the ample space around the setting as they practice and develop their physical skills. Staff enthusiastically join in, as a result, children have positive attitudes towards physical activity both indoors and outdoors.

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

Children are well safeguarded because the staff have a good knowledge and understanding of the procedures to follow should any concern arise about children in their care. An effective policy and visual aids further support this. Robust recruitment and induction procedures mean that staff is suitable to work with children and have a clear understanding of their role and responsibility towards the children. Regular appraisals, team meetings and daily discussions with staff are undertaken by the manager to monitor and support staff's ongoing suitability and training needs. Policies and procedures are implemented consistently to ensure any concerns are dealt with effectively. All the required documentation for the welfare of children and effective running of the setting are in place. For example, an appropriate sickness policy covers when children should not attend due to illness and what staff will do if children fall ill while at the setting.

The manager has a clear understanding of children's learning and the impact of staff's knowledge and practice. She clearly monitors the educational programme and identifies areas that had been discussed with staff. Planning and assessment accurately show children's levels of development. Observations and assessments and children's interests all feed into the planning and tracking indicates emerging achievements and progress.

Partnerships with external agencies and other professionals are well established and make a strong contribution to meeting the need of children and their families. Communication between providers on a regular basis shares information and provides continuity of care and learning. These well-established partnerships provide support and guidance to meet the needs of children with special educational needs and/or disabilities. Staff network with other settings to exchange and share good practice to help move the setting forward. Partnerships with parents are very well established and effective in supporting children. Parents spoken to at the time of inspection were very complimentary of the staff and the learning the children achieve.

Self-evaluation is well targeted. Children, parents', staff and other interested partners all contribute to the evaluation of the provision to ensure continuous progression.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

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| Unique reference number | EY412015 |
| Local authority | Sefton |
| Inspection number | 875474 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 50 |
| Number of children on roll | 46 |
| Name of provider | Elim Foursquare Gospel Alliance Committee |
| Date of previous inspection | 01/11/2010 |
| Telephone number | 01704 544419 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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