

Elim Church Day Nursery

Windermere Road, Southend on Sea, Essex, SS1 2RF

Inspection date	27/09/2013
Previous inspection date	16/12/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff develop good relationships and attachments with all children, fully supporting children's emotional well-being and confidence.
- Children with special educational needs and/or disabilities and children who speak English as an additional language are effectively supported and included.
- Suitable team work ensures that all staff have a clear understanding of their roles and responsibilities. This means that the nursery continues to meet the requirements of the Early Years Foundation Stage.

It is not yet good because

- Staff do not always consistently engage in children's learning through skilful listening and questioning. This means that children are not always being effectively challenged and extended in their learning.
- Opportunities for children to learn that print carries meaning, through recognising familiar words and signs, such as their own name and advertising logos through daily routines and play experiences, are not fully extended.
- Initial assessments on children do not include parents' contributions. Therefore, there is room to develop how information is gathered before children attend to ensure that staff are completely informed of children's starting points.
- Self-evaluation is not embedded within practice, to set challenging targets for the future and to effectively drive continuous improvement.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times during the inspection.
- The inspector took account of the views of parents and children spoken to on the day, and of views of parents as provided in their written feedback.
- The inspector looked at children's assessment records, development records and planning documentation.
- The inspector looked at risk assessment documentation, including daily risk assessments and risk assessments for outings, plus a variety of policies and procedures, such as those for safeguarding and child protection.

Inspector

Lisa Paisley

Full Report

Information about the setting

Elim Church Day Nursery was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from three playrooms within Elim church premises in Southend-on-Sea, Essex. The nursery is owned and run by the church committee. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff and two ancillary members of staff. All of the childcare staff hold appropriate early years qualifications at level 3 and above.

The nursery opens from 7.30am to 6pm all year round. Children attend for a variety of sessions. There are currently 59 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 a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop staff's teaching skills so that they consistently listen to and skilfully question children during activities in order to support, re-shape tasks and explanations to improve learning.

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

- extend opportunities for children to learn that print carries meaning, through providing familiar words and signs in daily routines and activities
- gather early information from parents about what children can already do and use this effectively so that plans to move them forward can be readily implemented as soon as children start to attend
- improve the focus of self-evaluation to inform the setting's priorities and set challenging targets to secure continuous improvement.

Inspection judgements

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

Children are secure and contented in the warm and welcoming environment. Staff have a secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage as they plan activities and experiences that cover the seven areas of learning. Planning and assessment arrangements are in place and staff suitably track and monitor children's progress. Staff's interactions with children are suitable. However, not all staff skilfully and perceptively listen, talk and engage children in their learning. This means that children are not being consistently challenged and active learning is not effectively extended. Staff work hard to involve parents in their child's learning, this includes completing children's 'All about me' records and the home library book scheme to encourage the reading of books in the home. However, parents are not invited to contribute to initial assessments of their child when they start at the nursery. This means that accurate records are not promptly in place to ascertain progress from a precise starting point and identify any emerging concerns. The progress check at age two is completed on the younger children attending the nursery. Staff will liaise with parents and health professionals when completing the progress check. This ensures that any concerns are identified and acted upon at an earlier stage.

There is a positive focus on children's personal, social and emotional development as staff ensure children are fully supported within the nursery. Children's language and communication skills are supported through a range of activities; this includes stories, painting and drawing activities. The small group work with children effectively engages children in listening and following instructions, for example, matching items and making observations of picture cards. However, opportunities for the older children to recognise familiar words and signs, such as their names, are not fully extended through daily routines and planned activities. Therefore, children are not fully developing an understanding that print carries meaning.

Children enjoy the range of technological equipment as they use the computer with skill. They also enjoy the selection of mobile phones where a small group of children shared the phones and chatted at length about going on holiday. Children are able to access a range of creative activities, such as sand, water and painting. They enjoy the builders' tray where a range of sensory activities are available for them and some children enjoy transporting activities into the builders' tray, for example, dinosaurs in spaghetti. Children also enjoy making pylons and towers with dried spaghetti and marshmallows. There are ongoing opportunities for children to learn about early mathematical ideas. The planned focused pre-school activity enables children to learn about shapes, size and colours and also positional language, for example, 'next to', 'on top' and 'underneath'.

Staff working with the babies and younger children plan activities that cover the prime areas of learning; this includes painting, building bricks, puzzles, books and stories. Babies and young children have regular trips to the local park and duck pond to ensure they have regular fresh air and exercise. Staff ensure that babies are effectively supervised as they will give cuddles and reassurance for new babies starting at the nursery. Older children

who attend after school are provided with a suitable range of activities. They make choices about their play as they self-select activities, including painting, sand, books and construction. Older children particularly enjoy traditional board and card games.

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

Secure attachments and relationships are made with the children as the key person system ensures that staff know generally about children's individual needs to support their well-being. There are suitable settling arrangements for new children attending the nursery. Staff working with the babies ensure that they know young children's individual care routines. Children behave well, as staff are suitable role models and consistently explain to children about being safe and sharing with their friends. Regular fire drills consolidate children's understanding of staying safe. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported well. The designated special educational needs co-ordinator is experienced, skilled and passionate about their role. Also, some staff speak a range of languages, such as French and Polish, which helps support a number of children in the nursery. Resources, activities, national celebrations and festivals further promote cultural diversity and inclusion.

Snack and meal times are social occasions where children sit together to enjoy their food and one another's company. Children's independence and choice is promoted as they are able to self-select their snack and the midday meal. This enables children to express their food preferences and to learn about portion size. The setting provides children with healthy, traditional, home-cooked food. All meals and snacks are prepared on site by the chef and staff work with the chef to ensure children's specific dietary needs are met. Some children who require regular medication are supported well by the staff. There are procedures in place to support children. For example, additional training is obtained for complex medical procedures. This means children's safety, health and well-being is suitably promoted.

The main playroom for the pre-school children is effectively organised to provide children with a range of activities that they are interested in and in which they enjoy taking part. For example, the home corner, the creative area and the cosy area. Resources are plentiful, of a suitable quality and cater for all areas of learning. Play materials are arranged to be easily accessible and this encourages children to help themselves and follow their own interests. Children are able to access a garden area and the manager has spent time on developing the small enclosed area to ensure children can play outside on a regular basis. There are also regular trips to the local park, duck pond and the beach, providing babies and children with opportunities to play outside and enjoy fresh air.

Staff work hard at developing relationships with parents. They take every opportunity to seek parents' views, through parent questionnaires, a compliments and comments book and regular discussions with parents. The nursery's 'Cheeky Monkey' cuddly toy enables children to take the toy home or to family events, which are all recorded in a diary. This builds on partnership work and children's sense of belonging. The nursery places a strong emphasis on helping children with transition and they ensure children are well prepared as

they progress from room to room and then on to school. When children move on to another early years setting, staff share summary documents to ensure children experience a smooth transition.

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

The manager and staff work well together and have a clear understanding of their role in meeting the Statutory framework for the Early Years Foundation Stage. The manager ensures that all staff have a clear understanding of their role in safeguarding children. Staff have recently completed an e-Learning course on safeguarding. The designated person knows the procedures to follow in the event of a safeguarding concern. There are clear procedures with regards to the use of mobile phones and cameras and all visitors to the setting are required to read the mobile phone procedure.

There are systems in place with regards to recruitment, vetting and the induction of new staff. There are also disciplinary procedures in place to ensure that any underperformance issues are dealt with suitably. The manager has implemented supervision arrangements to support staff in their role and promote professional development. Monitoring systems are in place. The nursery has just participated in a quality assurance scheme, providing staff with the opportunity to develop reflective practice skills within their work. However, self-evaluation has not been fully developed to ensure effective change is embedded within the nursery.

Parents are fully informed about their child's care and daily experiences, there are verbal conversations with parents at the beginning and end of the day. Written feedback is also given to ensure that all parents are informed about their child's day. There is a range of information displayed for parents in the foyer, such as notices, displays, information about events, staff details and also parent questionnaires. Parents spoken to during the inspection provided very positive feedback regarding the setting. They particularly appreciate the welcoming atmosphere and the friendly and approachable staff. Partnerships with external agencies are established and further support staff with meeting the needs of all children and helping prepare them for their transition to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	119474
Local authority	Southend on Sea
Inspection number	876139
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	59
Name of provider	Elim Church Committee
Date of previous inspection	16/12/2009
Telephone number	01702 461458

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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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