

Elim Church Day Nursery

Elim Church Hall, Southville, YEOVIL, Somerset, BA21 4JA

Inspection date	25/11/2013
Previous inspection date	23/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff form strong and highly effective partnerships with parents, and these enable children to benefit from regular communication about their care and learning.
- Staff monitor children's development so that gaps in learning for individual children are identified and additional support is provided where necessary.
- Children make good progress because staff provide them with a wide range of interesting activities and resources and their teaching skills are effective.
- The management team has high expectations and encourages continuous improvement which results in children making good progress.
- Staff know the children very well and have very good relationships with them. This means that children feel very safe and secure, and show this in their positive behaviour and self-confidence.

It is not yet outstanding because

- Occasionally, staff miss opportunities to extend children's language and communication by listening and talking attentively to them.
- Groups of children are not consistently monitored to ensure that gaps in learning are closing.

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 the children's activities and staff interaction with them in the nursery rooms and the outside area.
- The inspector held meetings with the provider and the manager.
- The inspector met with parents to take note of their views.
- The inspector reviewed documents including policies, children's records and registration forms.

Inspector

Lucy Waterman

Full report

Information about the setting

Elim Church Day Nursery opened in 1992 and registered with Ofsted in 2001. It is run by a church management committee. The nursery operates from the lower ground level of Elim Pentecostal Church and is situated near Yeovil town centre in Somerset. Children are cared for in three main play areas, where they are grouped according to age and ability. There is a separate nappy changing room and a sleep room, available for babies and toddlers. A tarmac surfaced outdoor area is available for outdoor play and is situated along the road from the premises. The nursery is open Monday to Friday from 8 am to 6 pm, all year round except for public holidays. Children attending come from Yeovil, and the surrounding villages.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 64 children on roll in the early years age range. The nursery is registered to receive government funding for early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities. The nursery also supports children learning English as an additional language. The nursery employs 10 qualified members of staff to work with the children, of which most hold a relevant early years qualification at level 3. There is also an overall nursery manager, and the team is supported by a cook and a cleaner.

What the setting needs to do to improve further

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

- strengthen the system for monitoring staff performance to ensure more focused training which will enable all staff to talk and listen more attentively to children
- monitor the progress of groups of children across all areas of learning to make sure gaps are closing.

Inspection judgements

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

The nursery provides a warm and welcoming environment for children and parents. There is a range of interesting activities which all children and babies can reach easily. This helps them to be independent in their learning. Children are happy and confident in their nursery and enjoy being with each other and the staff. Staff plan interesting activities for children both inside and outside, which motivate children's play. Most of the staff also use spontaneous opportunities and routines, including lunchtime, to extend children's language skills. They help children learning new vocabulary by naming objects and

providing a narrative when playing with children in the home corner. When children find a small caterpillar puppet on the carpet, staff find a story book and props to extend their learning. Children then use the props to retell the story, which helps to develop their early reading skills.

Each child has a 'Learning Pathway' record where the key person records assessments and plans next steps in their development. These records contain photographs and observations, and parents are invited to contribute so everyone involved understands what children are learning. Evidence indicates that children make good progress from their starting points. Very good support is provided for individual children who may be at risk of delay. Staff work very closely with parents and outside professionals to ensure that these children make good progress. Parents are kept well informed about their children's progress and they speak very highly of the support received from the staff. The nursery runs coffee mornings and craft sessions for parents and children. These help parents to understand how to build on children's learning at home. Parents find the nursery staff very approachable and are confident to ask for help and advice.

Children enjoy exploring the wide range of activities that support each area of learning. They talk about numbers outside when playing games including 'What's the Time Mr Wolf', and inside when rolling out play dough. Staff demonstrate rolling and counting with the dough and children are confident to continue this independently. Staff encourage children to consider numbers when talking with them how old they are and by counting enough bowls for everyone at snack time. Social skills are developed as all children come together for lunchtime. They sit with siblings and their key person in small groups which creates a family atmosphere. Healthy food which has been freshly cooked is provided for lunch and the children clearly love their dinners, eating them enthusiastically. The more skilled staff extend children's thinking by talking about their home lives and helping them recall recent events. Most staff make use of this opportunity to develop children's communication and language skills, but some do not.

Children enjoy stories and books and particularly love using props to retell a familiar story. Staff extend this by helping children retell and act out stories outside. Making marks and early writing skills are encouraged by staff, and some children can make good attempts at writing their names. Writing materials are taken outside and chalk boards are also used to help support early skills. Children show a keen interest in letters when they see them on a name badge. They recognise some letters and are beginning to use the letter sounds and names. Staff store resources in boxes clearly labelled with names to help children begin to recognise words. Staff have also provided boxes for each child to store their personal belongings. Many children recognise their names on these drawers and can put their bags and pictures away independently.

Staff provide opportunities for children to explore paint and craft activities. Children's learning is developed by skilful questioning. This extends their thinking about what happens when different colours are mixed together. Staff encourage children explore sand and enjoy tipping and pouring it and thinking about what happens to the toy garage if sand gets on to it. Some children concentrate extremely well on puzzles and staff are skilled at introducing new vocabulary to extend the learning, introducing the names of fish, such as sting ray and puffer fish. Staff provide a wide range of puzzles, including

some quite difficult ones. These ensure challenge and extension for the more able children. When outside, staff encourage children who are building with bricks to think about why their towers fall over and how to make them higher.

The majority of staff are quick to encourage children's language skills by engaging in conversation and picking up on children's interests. However, occasionally a minority of staff do not support children's developing language by following the next developmental steps for that child. The management team are working to further develop performance management systems and make sure very good teaching happens consistently throughout the nursery. Generally, children make good progress in all areas of learning.

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

The nursery operates a 'key person system' where staff take responsibility for particular children and parents are very familiar with this. They report they feel confident and very happy with the nursery provision. They talk about how staff have 'gone out of their way' to help children settle in and feel secure. Babies feel very safe with their key person and care is taken to support them when they move to the next room. They explore a new room from the safety of a cuddle with their key person.

Staff are calm and speak warmly to the children. They show respect for children, parents and each other, and children show this in their interactions with each other. They demonstrate the good behaviour learnt through the example of the adults in the group. Children wait patiently for each other when they get ready to go to the playground. They take turns and share toys very willingly and there are almost no incidents of children being upset or minor disagreements.

Staff undertake thorough risk assessments and children help to make sure the playground is safe before they go to play. A child is chosen as the 'special helper' to go around and ensure the area is clean and safe. This helps children understand how to keep themselves and others safe. They wear high visibility jackets to walk to the playground and can confidently explain why they have them on.

Freshly prepared cooked lunches are prepared each day and allergies are recorded and considered when preparing food. Healthy snacks are provided, although children are not always involved in preparing these, which means they miss the opportunity to discuss and learn more about healthy eating. Sometimes children are also sitting too long at the table if they finish their lunch quickly.

Children manage their own hygiene well, confidently using tissues to blow their noses. They wash their hands before meals and can easily wash their hands after playing with sand as there are sinks in the room. Staff ensure that children go outside every day, organising the walk down to the hard playground and planning suitable resources. Children benefit from riding wheeled toys, rolling hoops and chasing balls. This helps to develop their physical coordination and to enjoy fresh air and light. Staff also take the children on walks to more natural areas so that they experience seeing plants and insects

and experiencing changing seasons.

Staff work closely with parents to support children with potty training. Children's toilets are equipped with steps by the sink so that they can be independent in washing their hands. Children are also well supported by staff when they move up to the next room in the nursery. This means that children can feel safe and emotionally secure when they change rooms. There are good links with the local school and the nursery encourages visits from the reception teacher. Children's records are shared with the school and this helps to prepare them for the next stage in their learning.

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

The leadership and management of the nursery is strong. The manager is supported by a deputy and by the church committee. This team works very well together and have shared expectations that the nursery will continue to improve. The manager values the skills of each staff member and encourages all staff to take up training and professional development opportunities. Recent training has had a direct impact on the quality of learning for the children. One member of staff has introduced a new system to measure progress. This will ensure any gaps in children's progress are quickly identified and addressed. Support for children's developing language has also been enhanced by the addition of tents and 'communication friendly areas'. These small spaces encourage children to talk more freely in a small, safe space.

Children are consistently supervised well and the building is very secure. Staff take great care to keep children safe on the walk to the playground. There are robust recruitment procedures in place to safeguard the welfare of children. Policies and procedures are regularly reviewed and staff are fully aware of the procedures to follow in the event of a concern.

Staff attend regular supervision meetings and staff meetings are used to remind staff of policies and procedures. Regular training is also undertaken to keep the staff team's skills up to date. The majority of staff are qualified to level 3 or above. The management has high expectations for staff to continue with training and identify training needs from supervision and appraisal meetings. Staff performance is monitored; however, there are occasional inconsistencies in some teaching. There are regular staff appraisal meetings and an induction process for new staff, which helps to support high staff motivation to progress and develop. The provider has a very clear understanding of both the safeguarding requirements and the learning requirements the Early Years Foundation Stage.

The nursery makes use of the local authority self-evaluation form to assess strengths and weaknesses. This clearly shows where improvements have been made in the last year. The outside area has been revamped, which has improved the provision for children. Outside professionals are involved in providing advice and support for children who may need extra help. These relationships are strong and individual children have benefited

from the advice and strategies given so that they make good progress.

Very good partnership working with parents encourages them to play a role in their child's learning. Parents contribute to their child's 'Learning Pathway' and parents' views are valued. There are opportunities for them to share their opinions; informally through daily discussions or on the website and formally through the child's records. The staff make themselves available each day and parents say they feel able to approach them at any time.

The nursery provides a good environment for children to learn and develop. Parents are warmly welcomed and the close partnership working with them is a strength of the nursery. Children have fun, develop good relationships and appear confident and happy in a setting where they are valued and encouraged to achieve their potential.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	142869
Local authority	Somerset
Inspection number	836632
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	64
Name of provider	Elim Foursquare Gospel Alliance Committee
Date of previous inspection	23/11/2009
Telephone number	(01935) 431625

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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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