

Immanuel Pre-School

Immanuel Church Hall, Highters Heath Lane, Hollywood, Birmingham, WEST
MIDLANDS, B14 4LX



Inspection date

9 March 2015

Previous inspection date

20 January 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to committee members, which is a breach of the safeguarding requirements.
- Some children do not understand the reasons for sitting quietly during activities while others talk about their interests.
- Some staff who prepare snacks have not received training to enhance their skills in handling food and to ensure they are effectively prepared for this aspect of their roles.
- The monitoring and self-evaluation are not sufficiently rigorous to take account of weaknesses.

It has the following strengths

- Staff provide a wide range of stimulating activities to promote children's development across all areas of learning.
- Children enjoy their time in the pre-school where they form strong relationships with others and with staff.
- Staff have received training in safeguarding and they understand the procedures to be followed to protect children in their care. Policies are shared with parents and information, including contact numbers for safeguarding agencies, is displayed where it can be easily seen.
- Staff work closely with other early years providers who share some of their facilities with the pre-school. Effective arrangements are in place to help children feel at ease in the school environment where they attend weekly sessions. This means they are well prepared for their move to school.

What the setting needs to do to improve further

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

- ensure all children understand what is expected of them in the pre-school so that they learn to behave appropriately at all times; ensure children understand the importance of listening while others speak so that learning is not hindered at any time
- support staff who prepare snack to receive training in food hygiene, to enhance their skills and ensure they are fully prepared for their roles.

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

- develop methods for reviewing practice so that there is a clear understanding of how to sustain good-quality teaching that supports children's progress, and to identify where improvements can be made to enhance the skills of the staff
- develop self-evaluation to take prompt action to address weaknesses, such as some aspects of safeguarding practice.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor environments.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Adelaide Griffith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children in the pre-school make good progress in their learning and development due to the effective teaching methods used by the staff. They ensure children have many opportunities to learn by exploring and experimenting in the excellent physical play spaces. Staff use skilful questioning to promote children's thinking skills while they dig in the soil. Staff provide good guidance when children use the child-friendly workbench and focus fully on hammering 'nails' into blocks. Staff sensitivity suggest how children might tighten bolts and then leave them to complete the task. This means children become active learners who develop their problem-solving skills through challenging activities. Story time is an enjoyable experience when staff competently promote children's early literacy skills. For example, there is a clear introduction to books as staff point to the title and talk about the beginning and end of the story. Staff effectively promote children's early number skills by encouraging counting during activities, such as snack time.

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

Children are generally well behaved. However, younger children have not yet learnt to sit quietly during large group activities. They grow restless as each child takes their turn to talk about favourite toys brought in from home. Children learn how to keep safe as they repeat reasons for not playing with matches. Children's physical skills develop well because they frequently play on a wide range of equipment, indoors and outside. Other aspects of children's health are appropriately promoted. For example, children eat healthy snacks and they learn to wash hands after outside play and before eating. Staff motivate children to develop independence skills by providing rewards, such as stickers for effort, and they often praise children for sharing. The key-person system works generally well, ensuring children are at emotionally comfortable and confident as they learn to mix with others.

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

Ofsted has not consistently received up-to-date information about changes in committee members. Although this does not have a significant impact of children's well-being, it means that safeguarding practice is not sufficiently rigorous. Staff have regular supervision to discuss their professional development and training needs. However, some staff have not received formal training in food handling but they follow appropriate procedures when they prepare snack. This means that children are not adversely affected. Staff rigorously monitor the planning and assessments, ensuring all children, including those with speech and language delay, achieve the expected levels of development. However, systems are not in place to monitor staff's practice to sustain the good-quality teaching which reflects their qualifications and experience. Self-evaluation has not identified the weaknesses with regard to some safeguarding practice. Parents are very pleased with the caring attitude of staff, who regularly share information on how to continue with children's learning at home.

Setting details

Unique reference number	510027
Local authority	Birmingham
Inspection number	855587
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	34
Name of provider	Immanuel Pre-School Playgroup Committee
Date of previous inspection	20 January 2011
Telephone number	07979 237800

Immanuel Pre-School was registered in 1993. It employs five members of childcare staff, four of whom hold appropriate early years qualifications at levels 3 and 5. The pre-school opens Monday to Friday during term times. Sessions are from 9am to 11.30am each day, and from 1.30pm to 3.30pm on Tuesday and Thursday. The pre-school provides funded early education for three- and four-year-old children. It operates from a classroom in Hollywood Primary school on Monday, and from the church hall at Immanuel Church from Tuesday to Friday.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

