

Elim Pre-School Centre

Lakeside Church, Fairway, SOUTHPORT, Merseyside, PR9 0LA



Inspection date

1 December 2016

Previous inspection date

4 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified staff complete accurate assessments of children's development. They competently set targets for all children according to their level of development and consistently monitor their progress. Staff are knowledgeable about children's skills and identify where specific support is needed to maintain progress.
- Staff work effectively with a range of other professionals. Children make good progress as a result and are prepared well for the eventual move to school.
- Children's behaviour is good. The staff are kind and caring. They act as good role models. They encourage positive behaviour and use praise effectively to support children's confidence and self-esteem.
- The manager regularly seeks the views of children, parents and staff. She uses this information to set priorities to drive improvements across all aspects of the pre-school.
- Parents are extremely satisfied with the high quality of care their children receive. They receive regular updates about their children's learning and development. Staff work closely with parents to help them support children's learning at home.

It is not yet outstanding because:

- The manager does not use the various systems of staff supervision and support to monitor the quality of teaching frequently enough to raise the standard to an outstanding level.
- Children do not always choose to engage in planned activities because staff are not always on hand to stimulate their interest or enthusiasm.

What the setting needs to do to improve further

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

- monitor the teaching skills of staff more frequently, in order to precisely identify how staff can raise the quality of their teaching to an outstanding level
- stimulate children's interest in planned activities by ensuring staff are on hand to model the activity and provide enthusiasm.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She looked at a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and chair of the committee.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and her staff update their knowledge regularly and audit their practice to ensure safeguarding and child protection are highly prioritised. Staff are able to recognise the signs that indicate a child may be suffering from harm and act appropriately, should they have concerns. Staff have a very good understanding of their roles and professional responsibilities. The well-established team has a breadth of knowledge and experience which underpins their practice. They source training opportunities to help them to continue to improve outcomes for children. For example, two staff have trained to be 'language champions' in order to support children's speech and language development. Partnerships with other agencies are highly effective. Health professionals provide guidance to ensure staff are able to offer individualised support to children. The manager regularly shares good practice with other providers. This helps her to identify any improvements she could make to help children progress even further.

Quality of teaching, learning and assessment is good

Staff make frequent observations of children's learning and are skilled in identifying children's interests. They build on what children can already do by challenging them to do a little bit more. For example, when children show frustration trying to construct a model, staff offer suggestions to help them complete their creations. Staff are particularly skilled in helping children make good progress in speaking, literacy and mathematics. Children sound out letters and begin to recognise each other's names on flash cards. Staff teach children about weight and measurement during weekly cooking activities. Children confidently count backwards from 10 as they pretend to blast off their rocket. Children who require additional support receive targeted teaching which helps them to make very good progress from their starting points.

Personal development, behaviour and welfare are good

The established routine helps prepare children for the eventual move to school. There is a good balance of child-led and adult-led play. Staff are caring, playful and fun. They listen carefully to children and enjoy interesting conversations with them. Children show they feel secure and comfortable in the friendly and homely environment. They independently choose where to play and help themselves to snack. Staff know their key children well and prioritise their well-being. They complete well-being observations regularly to help them identify how individual children can be effectively supported. Children are encouraged to eat healthy snacks and develop a love of physical activity. For example, they grow and cook vegetables and enjoy joining in with a toddler hip-hop dance class.

Outcomes for children are good

Children are happy and full of fun. They show a keenness to share their ideas and communicate well. They are beginning to develop independence. For example, they pour their own milk on their cereal and get their own drinks. They listen to staff and follow instructions. They are developing the skills they will need when they eventually move on to school.

Setting details

Unique reference number	EY412015
Local authority	Sefton
Inspection number	1065547
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	27
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Date of previous inspection	4 July 2013
Telephone number	01704 544419

Elim Pre-School Centre was registered in 2010. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including two with qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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 2016

