

# Elim Church Pre School

Inspection report for early years provision

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**Unique reference number** 110102  
**Inspection date** 25/02/2009  
**Inspector** Doreen Forsyth

**Setting address** South Street, Andover, Hampshire, SP10 2BW

**Telephone number** 01264 354345

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Elim Church Pre-School opened in 1996 and moved to its current premises in 2004. The pre-school operates within the Elim Pentecostal Church, near the town centre of Andover in Hampshire. The setting uses the first floor of the building and there is a lift to allow access for people with disabilities. There is an enclosed outdoor area that the children can use for outside play.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to provide care for up to 24 children aged from two to five years old. The setting receives government funding to provide free nursery education for three and four-year-olds. Currently there are 44 children on roll.

The pre-school opens five days a week during school term times. Morning sessions are from 09.30 until 12.00. Afternoon sessions are held on Tuesday and Thursday 13.00 until 15.30. Children attend a variety of sessions.

There are eight members of staff working with the children. Of these, four have relevant early years qualifications at level two or three and one has qualified teacher status. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Good arrangements are in place to ensure children's safety and health, they are encouraged to be involved in the local community. Children are making appropriate progress in their learning and enjoy attending the pre-school. Very effective links with parents and the children's carers are used to involve them in the children's care and education and to keep them well informed of the children's progress. Children's individual needs are routinely met; the setting supports and values every child that attends. The pre-school is in the process of developing robust processes of self-evaluation.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the assessments, planning and targets for children's learning are more closely linked to the early learning goals to ensure all aspects of children's learning are equally promoted
- develop more opportunities for children to take part in a balanced range of activities through outdoor play
- ensure staff encourage children to develop their independence in the daily routines.

To fully meet the specific requirements of the EYFS, the registered person must:

- appoint a named deputy who is able to take charge in the absence of the manager (Suitable people)

11/04/2009

## **The leadership and management of the early years provision**

The pre-school runs smoothly on a day-to-day basis, the available resources are well used and the children's safety, health and well-being are well promoted. All the required records, policies and procedures that are necessary for the efficient management of the Early Years Foundation Stage are well maintained. Good risk assessments are in place and used efficiently to promote the children's safety, although the records and dates of review are not accurately recorded. An appropriate complaints procedure is shared with parents.

The setting carries out robust vetting and employment procedures to ensure that all adults that have access to the children are suitable to do so. The caring staff are experienced and many have relevant qualifications, however, the pre-school has not appointed a suitably qualified deputy manager.

The pre-school works in close partnership with parents and they are welcomed in to the setting and are very well informed about the provision and their children's progress. The setting is in the process of building links with other providers and carers to promote the integration of the children's care and education. The staff know the children they care for very well; they endeavour to meet children's individual needs and promote inclusive practice so that all children have their welfare needs and developmental needs met regardless of their background.

Most of the recommendations set at the last inspection have been appropriately met. The pre-school is using a range of suitable methods to monitor and assess the quality of the provision they provide; for example there are regular meetings with support workers, there are annual parents' questionnaires and the manager has started to use a self-evaluation form with all the staff to identify targets for future improvement.

## **The quality and standards of the early years provision**

Children are welcomed into a light, airy playroom where they can access a suitable range of resources and take part in some interesting activities that staff plan, in order to help children to progress. For example, they enjoy using different messy and tactile resources such as sand, paints and play dough. There is a well equipped creative area where children can choose their own materials for modelling and collage work and they are able to develop their imaginations well in role play and dressing up. Children have some opportunities to play outside and they often use large play equipment in the playroom but their access to the outdoors is quite limited and they do not have many opportunities to use the outdoors as an extension to their learning environment.

Staff support the children's learning and development; they interact well with them

and join in their play. They use appropriate questions to encourage the children to express their thoughts in words and develop their language skills. Staff create some opportunities for the children to develop their independence, such as choosing their snack in the morning, but miss others in the daily routines, such as encouraging the children to learn to use tissues hygienically to clean their own noses.

Children's progress and achievements are very well recorded by their keyworkers. Staff use a learning journal to note their observations and then identify any areas where children may need extra help. These assessments are shared with parents who agree a target for the next step in the children's learning. However, the observations and next steps are not linked closely enough to the early learning goals, to fully ensure all aspects of the curriculum and children's development are equally well promoted. The experienced Special Needs Co-ordinator ensures that any children with additional learning or developmental needs are identified and helped to move on appropriately.

Children's health and well-being are well promoted; children are offered nutritious and healthy snacks and can usually access drinking water. Appropriate steps are taken to prevent the spread of infection and suitable action is taken if children become ill or have an accident. Children are encouraged to behave well; staff offer children lots of praise and encouragement. Their good behaviour and achievements are acknowledged and sometimes rewarded with stickers. Children begin to learn to consider the needs and feelings of others and to respect each other through the activities they take part in and the resources they use.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.