



Elim Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	110102
Inspection date	24 January 2006
Inspector	Sue Stuart
Setting Address	South Street, Andover, Hampshire, SP10 2BW
Telephone number	01264 354345
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Registered person	The Elim Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Elim Pre-School opened in 1996 and moved to its current premises in 2004. The pre-school operates from the Elim Pentecostal Church near the town centre of Andover. The pre-school has access to three rooms and a fully enclosed outdoor area. The pre-school serves a wide geographical area.

The pre-school is registered to provide care for 24 children from 2 years to under 5 years old. Currently there are 30 children on roll. This includes 8 funded four year

olds and 22 funded three year olds. The setting makes provision for children with special needs and for children who speak English as an additional language.

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 can attend a variety of sessions.

Seven staff members are employed to work with the children. Three staff have early years qualifications to NVQ level 2 or 3 and one is a qualified teacher. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean, bright premises. They follow good hygiene practices and learn the importance of routines, such as hand washing after messy activities and before snack. Their health and hygiene is supported by effective procedures to prevent cross infection.

Children learn about healthy eating as they make healthy choices from the selection of fresh fruit and healthy items at the daily snack. They sample new flavours and textures, such as bananas and grapes. Drinking water is available throughout the session for thirsty children. Their special dietary requirements are clearly displayed, understood and implemented by staff who work closely with parents to ensure their child's individual needs are met.

Children are suitably looked after if ill and protected through staff's good knowledge of first aid, medication routines and procedures to follow if a child has an accident. These procedures ensure the health and safety of children.

Children are developing a healthy life style and benefit from physical activities. Children develop confidence and good co-ordination, for instance as they find a space to play a group game, for instance 'Farmers in the den'. They have opportunities to access a variety of apparatus and negotiate space, for example a climbing frame and slide. They learn new skills, such as throwing and catching bean bags. Children develop good small muscle control, for instance hammering nails into boards and spreading with glue sticks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the use of the large welcoming environment which is kept safe and secure. Staff regularly risk assess the setting and are able to minimise any hazards. The rooms are well maintained. Children's own work is used to create displays on the walls and make the rooms inviting to children and their families.

Children are able to move safely around the adjoining rooms and use the well organised space properly for their chosen activities. The wide range of resources are of high quality and in good condition and suitable to meet children's learning needs. They are well organised and stored effectively to allow children to access them safely, for example the use of storage trolleys for art and writing materials.

Children are well protected through the staff's secure knowledge of safety and child protection issues. Staff are aware of their role in child protection and are aware of the local procedures of how to protect children if they were concerned about their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive eagerly at the setting. They develop good levels of confidence and self-esteem and settle quickly to their chosen task. They participate purposefully with the inviting activities on offer, such as exploring the texture of shaving foam. They develop good social skills and have a positive relationship with each other and the staff. For example, children share their experiences with staff as they assemble jigsaw pieces together. The youngest children's needs are met through staff's understanding of the Birth to three matters framework combined with the Foundation Stage curriculum. Children listen and respond, for example following body action movements as part of a fun group session.

All children benefit from the individual care and attention in the setting where they are listened to and valued. Their efforts are encouraged and praised, this increases their confidence to develop new skills, for instance completing a picture. Children are familiar with the routine are relaxed and comfortable in the group.

Nursery Education

The quality of teaching and learning is good. Children gain from the staff's knowledge and understanding of the Foundation Stage curriculum and how children learn. This enables staff to plan suitable learning programmes that cover all areas of learning, for instance they learn about colours and shapes through practical activities, such as rolling green playdough to make different sized balls. Children's learning is developed through staff's questioning and interest in the children.

Children's progress is measured through observations and an assessment system. However, staff do not always use these observations to identify the next steps for children's learning, to ensure their progress through the stepping stones is appropriately addressed and recorded.

Children develop a positive attitude to their learning, are well motivated and able to work independently. They choose from a wide range of practical activities, for example they played a variety of musical instruments to learn about rhythm and sound. They are keen to develop their skills, showing curiosity in solving problems, such as how to build a tall Duplo tower. Children demonstrated their interest in numbers, for example as they sort, identify and count a selection of fruit.

Children communicate their ideas and needs clearly. They are interested in books, choosing from a range of books both for enjoyment and information. They have opportunities to use information technology to support their learning. Children benefit from the chance to use a variety of writing materials to form letters and draw pictures.

Opportunities for children to explore and experiment is good, for instance children created their own dolphin collages using a variety of art and craft materials. They talk about the past and present events in their own lives and about the lives of others, for example as they develop their play and ideas in the role play area.

Helping children make a positive contribution

The provision is good.

Children are fully included in the setting. The care of children with special educational needs is excellent and a strength of the setting. Children are valued and benefit from good one-to-one support when required. The pro-active approach ensures that children's specific individual concerns and issues are addressed effectively. For example, plans are regularly reviewed and shared with parents.

Children's spiritual, moral, social and cultural development is fostered. They learn about their community, for example a topic on ourselves children explored their family customs and traditions. They are beginning to communicate their ideas and emotions and show concern for others, for example children demonstrated both frustration and delight while joining and building with Duplo. They demonstrate good self care skills, for instance using the toilet facilities independently.

Children behave well. They know what's expected of them and are aware of the rules and routines of the setting. They benefit from the good role models provided by the staff, who promote a positive calm atmosphere. Children relate well to each other and are learning to work harmoniously with others, for example when tidying away the toys. However, they had few opportunities to be involved in the shared social occasion at snack time, for instance taking turns to pass round the plates.

Their understanding of other cultures is developed through resources and activities designed to broaden their knowledge of the wider world. For example, children had the opportunity to take part in a 'love in a box appeal'. Children filled shoe boxes for Iraqi children and received photographs of the children receiving the items.

The partnership with parents is good. Children benefit from the open warm welcome that families receive. Parents are given detailed information about the setting and the Foundation Stage curriculum activities. However, they do not have regular planned opportunities to discuss their children's progress and achievements. On admission to the setting children's interest and abilities are not noted as parents are not given the opportunity to share what they know about their child.

Parents are encouraged to be involved in their children's learning, for instance by contributing to topic work. Children benefit from this positive partnership and families feel well supported and children's needs are met in accordance to their parent's wishes.

Organisation

The organisation is outstanding.

The setting meets the needs of the range of children for whom they provide. All staff are suitable to work with children, most are experienced and well qualified. Staff work well as a team, they regularly discuss planning and the children's progress. The staff to child ratios and effective staff deployment ensures all children receive plenty of time and attention from staff. The clear operational plan ensures that the sessions run smoothly and children benefit from the stable routine. All required policies and procedures to promote the welfare and care of children are in place and implemented. Children's care is significantly enhanced by excellent organisation.

The leadership and management is good. The success of the setting is the strong relationship between the registered person and manager. They have incorporated their management and childcare experience to produce a clear vision and focus on the personal development of all children. They are able to correctly identify their strengths and areas for development and act on their findings.

A proactive monitoring and curriculum evaluation system for the educational programme is in place. However, challenges for children during whole group times do not always meet their needs. Staff are keen to develop their own practice, which in turn, has a positive impact for the children's learning.

Improvements since the last inspection

At the last care inspection the setting agreed to develop the child protection procedures to include protecting staff from allegations of abuse. A new procedure has been written and includes all regulatory requirements. This has raised awareness of child protection issues with staff and ensures children are well protected.

They also agreed to develop staff's awareness and understanding of effective ways to manage children's behaviour particularly at group times. Staff have devised appropriate strategies to improve this area of learning. Overall these have had a positive impact on children's learning, although this is an areas for further improvement.

At the last nursery education inspection the setting agreed to increase staff's knowledge of planning the curriculum; ensure all children are sufficiently challenged and make the most of planned activities and develop children's listening skills. Staff have attended relevant curriculum workshops and implemented their knowledge. Staff are deployed effectively during planned activities to ensure children's individual needs are met. Staff give children good opportunities to develop their listen skills, particularly during small group work. Overall these improvements have a positive impact on the children's learning.

Complaints since the last inspection

There are no complaints to report.

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

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Manage snack time to ensure children's social and independent skills are developed effectively.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- Organise whole group times to ensure that challenges are appropriate for all children.
- Provide ways for parents to share what they know about their child and regular opportunities for them to discuss their achievements and progress.
- Use children's assessment records to identify the next stage of learning and link these to the curriculum plans.

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