



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110102

DfES Number: 524242

INSPECTION DETAILS

Inspection Date 18/06/2004
Inspector Name Jenny Scarlett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Elim Pre-School Playgroup
Setting Address South Street
Andover
Hampshire
SP10 2BW

REGISTERED PROVIDER DETAILS

Name The Committee of The Elim Pre-School

ORGANISATION DETAILS

Name The Elim Pre-School
Address South Street
Andover
Hampshire
SP10 2BW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 out door area. The pre-school serves a wide geographical area.

There are currently 31 children on role. This includes 14 funded three and four-year-olds. Children attend a variety of sessions a week. The pre-school supports children with special needs and children who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:30 to 12:00.

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

How good is the Day Care?

Elim Pre-school offers good quality care for children. Staff develop good relationships with the children, parents and carers. The staff team are committed to updating their childcare skills and knowledge with regular training. The play areas are well prepared for the children including good displays of children's work. The management committee provides good support to the staff and shows a sound knowledge of the requirements for registration and the National Standards for Sessional Day Care. All documentation is in place however the child protection procedures lack the necessary detail.

Staff give high priority to ensuring the safety of the children and consistently carry out procedures detailed in the policies for health and safety. Good hygiene is promoted and the children are encouraged to become independent in their personal care. A good range of healthy snacks are offered and staff foster the children's

independence appropriately. Children develop confidence, they are still adjusting and becoming secure in their new environment.

The staff ensure the children have access to a wide range of interesting and stimulating activities with a well planned curriculum to promote and enhance the children's play and learning. There is good support for children with special needs. Staff are caring and sensitive to the children's needs and the majority of children's behaviour is well managed.

The staff have good relationships with parents. The parents support the pre-school and liaise with staff daily. Comprehensive children's progress records are recorded and shared with parents. Parents receive good quality information relating to the setting, its policies and curriculum.

What has improved since the last inspection?

Since the previous inspection the pre-school have moved into new premises on the site. The premises provide a bright, welcoming environment for the children and staff.

What is being done well?

- The pre-school provides an effective play and learning environment for the children. Staff plan first hand experiences that enable children to make choices as they develop their skills, knowledge and understanding. The environment is safe and secure and space is well organised and used appropriately to promote the children's development.
- Staff demonstrate a clear understanding of their roles and responsibilities. Relevant induction procedures and opportunities to receive further training help staff develop their skills in organising provision that meets the children's needs.
- All children's work and achievements are valued. Their work is sympathetically displayed in all areas of the pre-school. The room and play areas are well prepared and activities well presented to the children encouraging their confidence to select play materials from a good range of resources.
- Staff are vigilant of the children's safety. They demonstrate an awareness of children's developing abilities which helps to ensure appropriate safety measures are in place.
- Parents and carers receive good information reflecting the efforts of the children to help them understand the purpose and the activities the children have undertaken. Staff provide regular time for discussions, sharing records of the children's progress and displays of their work providing a two way flow of information, knowledge and expertise.

What needs to be improved?

- the procedures for child protection and handling children's behaviour.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
11	Further develop staff's awareness and understanding of effective ways to manage children's behaviour particularly at group times.
13	Further develop the child protection procedures to include protecting staff from allegations of abuse.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Elim Pre-school provision is acceptable and of good quality. Children are making generally good progress towards the early learning goals. Effective teaching helps the children make very good progress in knowledge and understanding of the world, mathematical and creative development.

Teaching is generally good. Staff plan a variety of practical activities and understand what the children learn from them. They engage the children in some well-planned and spontaneous activities and consolidate the children's learning through questioning and revisiting topics to enhance their learning. However, there are missed opportunities to challenge the more able four-year-olds. Planning of the curriculum is effective and covers the early learning goals and the stepping stones. However, plans do not include sufficient detail to enable all practitioners to make the best use of the activities and experiences to promote learning for all children. Observations and assessments kept of the children are fully recorded and provide a clear picture of the children's progress. There are effective systems in place to provide good support for children with special needs.

Leadership and management of the pre-school is generally good. A well structured management system and a shared understanding and commitment to early years is visible. Staff have access to support and relevant training from appropriate sources. The supervisor takes responsibility for planning the curriculum and involves the staff in contributing to this work. She regularly reviews the working practises and the paperwork demonstrating how the setting adapts to change and how it is evaluated.

Partnership with parents is very good. Parents and carers receive detailed information about the education provision through brochures, newsletters and displays. Staff provide regular time for discussions, sharing records of the children's progress and providing a two way flow of information, knowledge and expertise.

What is being done well?

- Parents are kept very well informed of their child's progress and of the educational provision in the pre-school. There is an extensive range of information and photographs displayed for parents to show how children approach, become confident and achieve in their learning.
- Children's mathematical skills are promoted effectively through a good range of stimulating and practical activities.
- Children benefit from effective teaching to develop their exploration skills. They confidently explore textures, sounds and rhythm through some well planned and spontaneous activities.
- Staff provide good opportunities for children to initiate or choose an activity

for themselves thus encouraging independence and self reliance. Children are happy and settled in their environment, they move around freely and with confidence.

What needs to be improved?

- staff's knowledge of planning the curriculum, to include sufficient detail to enable all practitioners to make the best use of the activities and experiences to promote learning for all children
- the teaching at group times, to ensure all children are sufficiently challenged and make the most of the activity planned
- the attention given to increasing children's listening skills
- the use of the outdoor area to promote understanding of the natural world.

What has improved since the last inspection?

Since the previous inspection there have been many staff changes including a new supervisor and several moves from the original building to the newly built permanent accommodation. However, very good progress has been made since the last inspection.

Staff have introduced the Jolly Phonics system to provide regular opportunities to recognise the sounds the letters make. A weekly letter sound provides good opportunities to bring items from home which support the letter sound thus encouraging home partnership. Staff provide good opportunities for children to develop their early writing skills providing worthwhile activities and resources to promote emergent writing and increase opportunities to write for a purpose.

Staff provide good opportunities to stimulate the children's thinking, questioning and problem solving activities. Three and four-year-olds have good opportunities through practical activities to encourage counting and comparing skills. They count cups at snack time, compare sizes and sing songs to introduce early subtraction. Maths games and puzzles provide opportunities for children to explore problem solving. Staff have attended training in physical development. PE sessions are planned regularly to develop skills in balance, coordination and spatial awareness. Action songs are included to encourage the children's physical development.

Staff have access to a small outdoor area which will be planned and developed in the future. Since moving to the new building staff are actively seeking to make the environment a place to develop independence. Trolleys allow children access to equipment and topic tables have been introduced to stimulate interest and imagination. Staff provide good information to parents via the prospectus, information books, displays and open mornings. These provide clear and detailed information about the educational provision. This enables parents to contribute ideas and to talk with their children at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show good concentration skills and express their needs confidently to each other and adults. They are developing their independence skills and are confident to work independently at a variety of activities. Most children behave well. The children co-operate with each other and understand the need to take turns. Children enjoy a good range of activities and are eager to try new experiences such as mixing paint with shaving foam and visiting the new outdoor area to plant seeds in pots.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language well to negotiate and express their ideas. They learn to recognise letters and are confident in using writing in every day activities. Their spoken language and writing skills are developing well as a result of well planned activities. Children explore new words and extend their vocabulary enthusiastically when reading stories such as Tanka Tanka Skunk. However staff do not consistently encourage the four-year-olds to develop their listening skills at story and group times.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good opportunities to develop their number skills and calculate through practical activities. Their understanding of matching and comparing numbers is reinforced as they play dominoes, listen and count marbles falling into a bowl and lay the table for snack time. Children count to 10 and confidently identify shape, size and colours through planned and spontaneous activities. They understand weight and capacity as they fill bottles and tubes with water and tubs with compost.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a good range of activities to learn from first hand experiences and to aid their senses, for example observing what happens when mixing paint with shaving foam. They use a varied range of construction activities, play dough and make models to extend their skills. Children know how to use technology confidently, they load paper into the typewriter and show self reliance in the use of the computer. There are good opportunities for children to find out about their community.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are set good challenges to develop their physical skills indoors. They balance on planks, crawl through tunnels and develop their climbing skills with planned PE sessions. Opportunities to extend physical play to the new outdoor environment are not yet in place. Children show confidence in handling pens, scissors, paintbrushes and cutlery with increasing control. They show confidence in their independence skills such as changing for PE and show a good awareness of basic hygiene.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children participate enthusiastically in music sessions and explore sound patterns in stories and rhymes. They learn to clap hands to rhythm and use props such as streamers to develop their imagination in dance and music. Children express their ideas freely through a good range of activities including role play, creative ideas and movement. Indoor role play activities are varied and interesting. Children use their imagination as they "work in the office" and create puppet shows.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase staff's knowledge of planning the curriculum to include sufficient detail to enable all practitioners to make the best use of the activities and experiences to promote learning for all children
- review group times to ensure all children are sufficiently challenged and make the most of the activity planned
- develop children's listening skills at particularly at group times and stories.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.