

# Elim Church Pre School

South Street, Andover, Hampshire, SP10 2BW

<b>Inspection date</b>	08/10/2012
Previous inspection date	25/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children's curiosity is aroused in an environment rich in print and where numbers are on display in a purposeful context.
- Staff provide good opportunities for children to participate in meaningful speaking and listening activities. They recognise each child as a valuable contributor to the group.
- Staff use their detailed observations of children's progress effectively to plan challenging activities. They work closely with parents and outside agencies to successfully meet children's care and learning needs.
- Staff and children form warm and supportive relationships at the pre-school. Staff are good role models for the children.

### It is not yet outstanding because

- There are limited opportunities for talented children to enrich their vocabulary further in an area of learning in which they excel.
- There are limited displays of children's work in the entrance to enable children to share with their parents what they have been doing and to reflect on their achievements.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities on the first floor, toilet facilities and in the entrance area. The inspector completed a joint observation with the manager of the provision in the first floor area.
- The inspector looked at children's assessment records and the pre-school's planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the pre-school's self-evaluation.
- The inspector held meetings with three practitioners, the nominated person on the telephone and the manager of the provision.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

## Inspector

Sandra Croker

## Full Report

### Information about the setting

Elim Church Pre-School opened in 1996. It operates from Elim Pentecostal Church, near the town centre of Andover in Hampshire. The pre-school uses the first floor of the building and there is a lift to allow access for people with disabilities. Children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 37 children aged from two to under five years on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school is open during school term time on Monday, Tuesday and Thursday from 9.30am to 2.30pm. It is open on Wednesdays from 9.30am to 12.30pm and on Fridays from 9.30pm to 1.30pm.

There are nine staff employed to work with the children; of these, seven hold relevant early years qualifications.

### What the setting needs to do to improve further

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

- enhance the language of thinking and learning by increasing the focus on key vocabulary linked to activities
- enhance opportunities for children to reflect on their successes and achievements, for example by displaying their work in the entrance so that they can share it with parents.

### Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

Children eagerly arrive at pre-school, becoming quickly engrossed in using plenty of stimulating resources. Staff effectively help children learn together as they pretend to buy clothes from the role play area. Children develop curiosity as they match numbers on garment price tags to those on the shop till. They enthusiastically engage in recording the cost of the items. Staff effectively encourage children to think critically by asking whether the shoes they have chosen to buy are going to fit. Children look at the shape of their feet and the shape of the shoes. They successfully measure for a purpose as staff point out that their foot is longer and that the shoe is too short. The learning environment stimulates children's curiosity because it is rich in print and numbers are displayed in a purposeful context. Staff provide good opportunities for children to share in meaningful speaking and listening activities. For example, they talk together at group time about their family lives. Each child is accepted as a valuable contributor to the group.

Staff make detailed observations of children's progress and use these effectively to plan challenging activities. They successfully extend children's experience, for example by providing camouflage face paints and nets to extend their imaginative play. In the main hall staff recognise and enjoy children's success with displays of their work. Parents report that they are successfully supported by a key member of staff to share information about their children's learning and development at home. However, there are limited opportunities for parents to share their children's learning and achievements in the entrance to the pre-school since there are no displays of children's work there.

Children energetically explore a collection of instruments, eagerly finding new ways to make sounds. While reading a book they point to a trumpet and comment that it works when you blow. Staff effectively support and extend children's technological skills as they press parts of the instruments to make sounds. Children collaborate well as they turn the climbing frame into a castle and prepare imaginary meals in the play kitchen. Warm and supportive relationships are formed at the pre-school. For example, children play happily with others and interact confidently with staff. Staff are good role models for children as they remain calm at all times and show that they care for others. They plan successfully for children who have not yet made friends by ensuring that they have the opportunity to join in. They motivate children not to settle on their first idea and challenged to think what else is possible. Children enthusiastically describe their story setting and excitedly explain events as they compare different shaped blocks in their construction. Staff listen sensitively to children talking and competently question them during activities. However, they do not always introduce enough new words to support more able children to enrich their vocabulary.

Children are given plenty of time to pursue their learning without interruption. They show pleasure in a puzzle, making different characters by combining body parts in different ways. They are fascinated by the different colours generated as they explore paint and make marks with different coloured pens. The educational programmes have depth and breadth across all areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Staff demonstrate that all children are progressing well towards the early learning goals over time, given their starting points. Children's good progress ensures they have the key skills needed for school.

### **The contribution of the early years provision to the well-being of children**

Children are learning about healthy lifestyles. Staff effectively discuss eating a healthy range of foodstuffs with children playing in the kitchen role play area. This message is reinforced at snack time and again when children eat their packed lunch from home. A snack bar system successfully supports children to learn to be independent. They consistently wash their hands before helping themselves to a healthy snack of their choice. Children proudly explain that they wash germs from their hands before they eat. Children are competent at managing their personal needs relative to their ages. Staff plan effectively to take children on outings where they gain an understanding of the need for physical exercise. These outings are thoughtfully used to further arouse children's curiosity in the natural world around them. The outings enhance children's opportunities to observe animals and plants in different environments. Children learn that physical exercise is good for them as they ride wheeled toys outside and participate in group movement sessions inside.

Parents contribute to initial assessments of children's starting points on entry. The key person system enables staff to use this information well to settle children at pre-school. Children quickly establish secure attachments to their key person and other staff. Children confidently share concerns with all adults at the pre-school because relationships are strong at all levels. Staff meet children's individual needs well by using pictures, gestures and sequences of photos to successfully establish routines. Staff make sure parents are kept well informed about their children's progress with a fruitful home to pre-school communication log.

Staff are deployed well. They give the highest priority to children's safety. Children show they feel safe as they climb the slide confidently and demonstrate that they know how to use equipment, such as scissors, safely. Children are happy and enjoy what they do. They learn to behave well and play cooperatively because the pre-school is a stimulating, well-resourced and welcoming environment.

Children learn effectively to respect and tolerate each other's differences. They play with a good selection of resources which encourage them to share different parts of their lives with each other. Staff thoughtfully strengthen the positive impressions children have of their own cultures, for example by displaying positive images of different cultures and ways of life. Children learning English as an additional language have good opportunities to express themselves in their own language.

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

The provider has a good understanding of his responsibility to make sure the safeguarding and welfare requirements of the Early Years Foundation Stage are met. He has a good knowledge of how to keep children safe and has a good understanding of the impact of any failures to comply with requirements. Good priority is given to safeguarding children. All staff have a good understanding of safeguarding concerns. They have successfully

completed safeguarding training and know who to contact should they be worried about a child. There are robust recruitment and vetting procedures in place which help to ensure that staff are suitable to work with children. Comprehensive policies and procedures effectively make sure children's safety and well-being are well supported. Staff routinely confirm the identity of all visitors and have robust procedures in place for the safe arrival and collection of children. Thorough risk assessments are completed and cover all aspects of the learning environment. This helps to ensure that children can play and learn in a safe environment.

The manager supports staff well through regular appraisals which she uses to monitor their performance and identify training needs. Staff have good training opportunities and are successfully supported in the development of their professional qualifications. Staff monitor and revise educational programmes well to ensure they reflect the needs, aptitudes and interest of all children. Interventions planned for individual children are strong and gaps are narrowing for children identified as being in need of support. Required policies and procedures are well implemented. For example, parents report that friends are asked for passwords when collecting children and this procedure is rigorously adhered to.

The pre-school uses reflective self-evaluation to analyse procedures and practice well. Staff work effectively together to contribute to the continuous improvement of the pre-school. Strong systems of communication involve staff, children, parents and community partners in ongoing assessment and forward planning. Leadership and management are confident about what the pre-school needs to do to improve further and have been successful in making and sustaining improvements. Staff have established good links with schools and liaise strongly with other agencies assisting children with particular needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	110102
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	813381
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Elim Church
<b>Date of previous inspection</b>	25/02/2009

**Telephone number**

01264 354345

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

**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

