

# Elim Church Pre School

South Street, Andover, Hampshire, SP10 2BW



<b>Inspection date</b>	6 December 2016
Previous inspection date	8 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders use their knowledge and experience effectively to support staff. They identify and meet staff training needs, to achieve continuous improvement in teaching and the quality of care.
- Staff support and interact with all children well. They encourage them to make good progress from their starting points. Staff carefully monitor children's development and track their progress well, to quickly identify and close any gaps in their learning.
- Staff make good use of additional funding. For example, they obtain resources to support children's early mathematical skills effectively.
- Children are happy, confident and curious learners who explore their environment eagerly and make good use of all the resources. Staff develop strong, nurturing relationships with the children. Children's behaviour is good.
- Staff build good partnerships with parents and other professionals. They gain information to enable them to support children's individual needs very effectively.

### It is not yet outstanding because:

- Staff do not consistently enable children, including the most able, to enjoy the responsibility of carrying out small tasks to help them develop even more confidence in their abilities.
- Children do not have consistent opportunities to explore technology, to further develop their understanding of the world.

## What the setting needs to do to improve further

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

- build on opportunities for children to undertake small tasks that further develop their sense of responsibility and confidence
- create more opportunities for children to use and explore technology, to increase their understanding of the world and how things work.

### Inspection activities

- The inspector observed children's play and staff's interactions, indoors and outdoors, and the deployment of staff.
- The inspector completed a joint observation with the manager.
- The inspector looked at documentation, including a sample of children's development records, planning and staff's suitability records.
- The inspector talked with the provider, staff and some parents.
- The inspector discussed with the provider the systems used to review and evaluate the provision.

### Inspector

Lynne Lewington

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are confident about the procedures to follow if they have concerns about a child's welfare. The premises are secure and staff have a good awareness of their responsibility to keep children safe. The managers monitor the quality of the provision effectively. They seek the views of staff, parents and children to identify and make improvements, to maintain good-quality provision. The provider follows a well-planned system to review the practice and professional development of each staff member, to create a confident and well-informed staff team. Effective recruitment and vetting procedures are in place to ensure staff are suitable to work with children.

### Quality of teaching, learning and assessment is good

Staff monitor and assess children's knowledge and skills well from the start. They value the information parents share. This helps them to plan positive learning experiences from the outset and review the progress children make over time. Staff have high expectations for children. They skilfully encourage children's language development in the activities they undertake with children. They introduce mathematical concepts. For example, they ask children to match and sort as they build towers with bricks and to recognise numbers and count as they play. Children freely choose from a wide range of easily available resources and are very responsive to the planned activities, which engage them well.

### Personal development, behaviour and welfare are good

Staff encourage children's well-being effectively. For example, they greet children warmly as they arrive and children settle quickly. Staff are positive role models for children, showing care and concern for children and others. Children confidently seek staff's support when needed. Staff encourage children to concentrate and listen. For example, when staff shake a musical instrument, children stop and listen for simple instructions. Children develop an awareness of healthy lifestyles through effective teaching and routines which are skilfully interwoven into the day. They take part in daily physical activities, such as riding scooters and climbing up and down stairs, and they learn about the impact of activity on their bodies. Staff increase children's awareness of healthy food choices, for example, as they make choices about their snacks.

### Outcomes for children are good

All children make good progress. They develop the skills they need in readiness for the next stages in their learning. Children are self-motivated and enjoy role play, as they act out real and imaginary experiences. They use books with care and show increasing awareness that writing has meaning. They use a chalkboard to make marks and some form the letters of their names. Children begin to develop their awareness of the world around them. For example, they learn to recognise the weather and the seasons.

## Setting details

<b>Unique reference number</b>	110102
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1058720
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Elim Church Pre-School Committee
<b>Registered person unique reference number</b>	RP518130
<b>Date of previous inspection</b>	8 October 2012
<b>Telephone number</b>	01264 354345

Elim Church Pre School opened in 1996. It operates from Elim Pentecostal Church, in Andover, Hampshire. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school is open from 9.30am to 2.30pm on Monday, Tuesday and Thursday, from 9.30am to 12.30pm on Wednesday, and from 9.30pm to 1.30pm on Friday, during school term times. There are 11 staff employed to work with the children. Of these, six hold relevant early years qualifications at level 3 and one holds a relevant qualification at level 2.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

