



Marvels Lane Pre-School

Inspection report for early years provision

Unique Reference Number	129101
Inspection date	24 January 2007
Inspector	Sarah Morfett
Setting Address	1 Lions Close, Mottingham, London, SE9 4HG
Telephone number	0208 851 3802
E-mail	
Registered person	The Committee of Marvel Lane Community Playgroup
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?

Marvels Lane Pre- School opened in 1983 and is funded by Lewisham Council and the Pre-school Learning Alliance. A committee of parent volunteers manage the provision. The pre-school operates from two rooms in a community hall. It is situated in Mottingham in the London Borough of Lewisham. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:30 to 12:00 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 20 children aged from two and a half years to under five years on roll. Of these 16 children receive funding for nursery education. Children come from a local catchment area. The pre-school currently supports a number of children with Learning Difficulties and/or Disabilities (LDD), and also supports a number of children who speak English as an additional language.

The pre-school employs three staff including the manager; all hold an appropriate early year's qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to play in a clean and tidy environment because staff take responsibility for day to day cleaning. Tables and toilets are cleaned with anti-bacterial sprays and wipes, therefore, the children benefit from the hygienic facilities. They understand the need to wash their hands after messy play activities and going to the toilet, as well as, before eating because the staff talk to them about 'making their hands clean' and 'getting rid of germs'. However, the systems that are in place for toileting do not enable children to manage their own personal hygiene and the range of resources offered for hand washing are often out of children's reach. There are good methods in place to protect their health. For example, clear accident records are recorded and signed by parents and a sound medication policy is in operation. Most of the staff are first aid trained, therefore, would be able to administer help in an emergency. Children's health and well being is developed well.

Children's physical development is promoted through a varied range of activities. For example, they are able to run around and let off steam in the garden, play with toys and equipment that help them understand how their bodies move such as, riding on wheeled toys and kicking balls and by using equipment like scissors, pens and pencils they develop their small motor skills. This means that children begin to learn to control their bodies.

Children learn to make healthy choices about what they eat. For example, each day at the snack bar they are offered a range of food which is healthy for them. They can choose from apple, carrots and cheese and help to pour their own drink of either milk or water. Children can help themselves to a drink throughout the session as a jug of water is always available. Therefore, they begin to learn the benefits of a healthy diet.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and welcoming environment. They have access to two rooms and are able to make choices about the activities they play with. For example, there are clearly designated areas for different activities available. They have access to ample outside play space which is checked daily to ensure it is safe for them to play in. Furniture, toys and equipment are well maintained and in good condition. Children take part in this process as they point out toys which are broken to staff and know that they are thrown away or put to one side to be mended. Therefore, the children learn to respect their play resources.

Children are protected because of the secure systems in place. For example, each morning staff complete a risk assessment to ensure there are no trip hazards on the floor, sockets are covered, exits are clear and they are vigilant in wiping up spills. Fire drills are carried out regularly, recorded and monitored. An evacuation procedure is displayed in the room and staff are clear

about the roles they take. Therefore, children learn to keep themselves safe by participating in the sound procedure.

Children's welfare and safety is promoted. An effective procedure for uncollected children has been developed, although the procedure for lost children is a little vague. The policy for the protection of children is detailed and informs staff and parents of the group's duty of care towards them. Recent training enables them to up-date the policy to reflect current regulation. Staff are positive in their approach to caring for the children, therefore, children's well-being is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are warmly welcomed into the pre-school by the staff. They settle quickly because there is a wide range of activities set out invitingly for them to choose from. The broad range of activities cover the areas of development and provide children with balance and challenge. For example, they play in the sand and water, complete puzzles, build with construction toys and have access to a large outside play area. This means that they are learning through the good play opportunities offered.

Children build good relationships with the staff. They show a fondness for the staff and feel confident to seek support when needed. Children who are new to the group are supported well as the staff spend time with them and interest them in activities; soon they forget they are upset and start to play. Children receive praise and encouragement for their achievements. They love joining in with everyday tasks such as, helping to wipe tables and tidying up. This means that children's self esteem and confidence is developed well.

Nursery Education.

The quality of teaching and learning is good. The staff develop the Foundation Stage well for all abilities of children attending. Their sound knowledge of the stepping stones means they are able to plan interesting activities which help to move children forward. To do this staff interact well, they ask them open-ended questions which make them think, such as, 'how' and 'why' Systems are in place to chart children's progress and identify the next steps in learning for them. However, children's starting points are not recorded when they first start, therefore, they do not have a base to start from. Staff make observations on their key-children, then use this information to set achievable targets for them. The strong staff team work well together. They implement an effective key-worker system which supports all children of varying abilities. This means they are enjoying and achieving during their time at the pre-school.

Children enjoy good experiences at the group. They develop a sense of belonging as they participate in activities which teach them about the local community and the wider world around them. They act out experiences and situations in the well equipped home corner. This means they are able to express their feelings or work out situations that may be worrying them. Children develop early IT skills because there is a good range of toys to explore. For example, the children have access to a computer with relevant programmes to support their learning as well as

calculators and tills. Children begin to show interest in information and communication technology.

Children develop good writing skills they begin to use writing for a purpose. For example, as they make lists during role play. They begin to develop their vocabulary because staff talk to them and engage them in conversation about things which are familiar to them, such as, discussing rooms in their house whilst taking part in an activity about homes. Children enjoy many creative activities during the session. They explore the textures of malleable materials such as play dough and express themselves through free painting. Their pictures are displayed which makes them feel valued. The pre-school plan and provide a good range of experiences and play opportunities which help to prepare the children for school.

Helping children make a positive contribution

The provision is good.

Children enjoy coming to the pre-school and are treated as individuals. The group have devised a contract and child record form which records information about them when they first start. For example, details of their medical needs, dietary requirements, familiar words and religion means that the staff can cater for their individual needs. Children have access to a good range of toys and resources which reflect positive images of diversity. For example, they can play with play people, look at books and complete puzzles which show reflections of people from other cultures. Some reflection of diversity is reflected in pictures and posters on the walls. Therefore, children begin to learn about peoples differences.

The group works closely with outside agencies to provide care for children with LDD. Children who attend with LDD are supported with individual learning plans and staff attend regular training to keep themselves up-to-date with current practice. This means they are able to set the children achievable targets. Therefore, they make good progress.

Children behave well at the pre-school. Self esteem and confidence is built through lots of praise and encouragement. Children like to help and the staff thank them for their efforts. Behaviour management strategies are age appropriate. For example, a disagreement over a toy is quickly and effectively dealt with as the staff get down to the child's level and talk quietly about what is wrong, she asks how it can be resolved and together they work out a solution. Children are treated with respect; therefore, they learn to respect others.

Parents are well informed of the care their children receive because they enter into clear written agreements and contracts. A wide range of information is provided for them. The staff spend time chatting to them at the beginning and end of the session letting them know how the children have been. Parents are very involved in the group and help out when needed for example, they play with the children, help to wash up and read to them. Good relationships are developed.

The partnership with parents is good. The pre-school display information about the Foundation Stage curriculum which means they can become involved in their children's education. The key-worker system means that parents have a point of contact to discuss issues and concerns. Developmental folders are available for parents to see at any time and there are work folders

for them to access freely as these are left out in the room. Parents say they are informed of their children's progress verbally at the time and open evenings give them longer to discuss their achievements in depth. Parents report they are very happy with the progress their children are making.

Children's spiritual, moral, social and cultural development is fostered through the range of activities provided for them, and through discussion with staff. Therefore, children learn about the world around them

Organisation

The organisation is good.

Children are happy and settled in the well-organised environment. Space is utilised very well and staff offer good support to the children as they explore the activities which are set up imaginatively to invite and interest them. There are procedures in place to ensure all adults who work with the children are suitable to do so. All staff hold appropriate childcare qualifications and most staff are first aid trained. The registration certificate is displayed for parents to see and the attendance register is completed daily and notes times of arrival and departure.

A comprehensive range of policies and procedures make up the groups operational plan. All required documentation is in place and maintained to a good standard. This underpins the smooth running of the pre-school, therefore, children's health, safety and well-being is promoted.

Leadership and management is good. The manager has clear aims for the progression of children's learning. These are reflected in the policies and ensure that all children are offered equal opportunities to develop through play. Children are set achievable targets and through regular monitoring and evaluation of the curriculum planning children are moved forward. A close staff team make the most of the regular staff meetings for personal development and identifying their training needs. Staff say they receive good support. Staffs understanding of the Foundation Stage is good, therefore, they are able to move children through the stepping stones. The group as a whole are committed to the development and improvement of the care that is provided. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school were asked to put in place an action plan to set out how the supervisor would achieve a level 3 qualification. The supervisor has attended training for an NVQ level 3 and is now fully qualified. Therefore, she is able to manage the group effectively and promote the outcomes for children.

They were also asked to review the recording of information to ensure it was recorded accurately and confidentially. All paperwork and documentation is well-maintained and stored confidentially. This means that children's safety and well-being is thoroughly promoted.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- develop systems so children may take themselves to the toilet and are able to access suitable resources.

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):

- implement a system to record what children can do when they first start. Develop this to enable them to be moved forward at their own pace.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk