

Rodett Lee Pre-School

Inspection report for early years provision

Unique Reference Number	129106
Inspection date	20 September 2007
Inspector	Silvia Richardson
Setting Address	31 Manor Park, Lewisham, London, SE13 5QZ
Telephone number	0208 355 0810
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Registered person	Rodett Lee 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?

Roddett Lee Pre-School is run by a management committee and was registered in 2001. It operates from the basement flat of a Victorian house in the London Borough of Lewisham. The pre-school has the use of two group rooms and an enclosed outside play area. The pre-school serves the local area and is open Monday to Friday, 09.30 to 12.00 term-time only.

The pre-school is registered to provide sessional care for 18 children from two years to under five years. There are currently 20 children from two years to under five years on roll. This includes 10 funded three and four year olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are three staff working with the children. More than half the staff including the manager, have early years qualifications to NVQ level 2 or 3. The nursery has regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by the Lewisham Early Years and the Lewisham Early Years Advice and

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children relax and play happily in clean and comfortable surroundings, promoting their wellbeing. Good hygiene practices include the wearing of protective clothing for the preparation and handling of food, wiping tables before and after use and maintaining clean and hygienic toilet facilities for the children throughout the session. High level cleaning of fans and ceilings are not included on the duty schedule, so that dust and cobwebs have accumulated, attracting airborne germs and posing a potential health risk to children. Children are developing good personal hygiene habits, because they are encouraged to wash their hands before snack time. They are independent in the bathroom and manage the taps, pump soap and paper towels very well, needing very little assistance.

Children enjoy a good variety of healthy snacks including plenty of fresh fruit, helping them to be healthy. They know which foods are good for them and those which are less beneficial for their health, because they talk about these during snack times. Children understand how germs are spread from their hands and acknowledge the importance of hand washing during discussions. Children have excellent opportunities to enjoy fresh air and exercise, because outside play is scheduled to run along side indoor activities throughout the session. Children demonstrate a wide range of physical skills and spatial awareness. Children are active and agile, because they regularly use a broad range of play equipment. They particularly enjoy the natural wood resources, climbing, swinging and balancing with ease and confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and move around the setting safely, because they are well supported and supervised. They learn how to use the steps up to and down from the garden safely and independently, because adults discuss with the children how to stay safe, such as lifting up dressing up clothes, so that they don't trip up. Children use a wide range of resources, equipment and tools safely, because adults demonstrate appropriate and safe use and talk about potential hazards with the children. Children have a calm manner and walk around selecting and using toys and play materials with a good awareness of their surroundings. They pick up dropped toys and put items away after use, avoiding tripping hazards. Children know what to do should emergency evacuation of the premises be necessary, because they practise fire drills regularly.

Adults make good use of risk assessment, so that children stay safe, when they are playing out in the garden. Outdoor equipment is sturdy, robust and well built, ensuring children can play safely, especially when they are climbing. Out-buildings are padlocked, making them inaccessible to children and rear gates are secure. Safety measures in the play room include electric sockets fitted with covers and bolts fitted to the top of doors, keeping children secure and preventing unauthorised access to the premises. Children are kept safe and protected should safe-guarding issues arise, because adults know and understand how to respond appropriately to child protection concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy and settled and play purposefully and constructively, because the nursery environment is attractive and visually stimulating. Resources are very well set out and arranged, so that children are actively encouraged to explore and experiment. Children enjoy the freedom to choose to play inside and outside throughout the session and are supported consistently well in their chosen environments. Adults build well on children's natural curiosity and talk with them at length about insects and living things in the garden, developing their knowledge and understanding. Children are developing a wide vocabulary, because adults engage children in discussion all the time about what they are doing and seeing. Children are thinking for themselves and asking questions, because they take part in activities that interest and excite them. Children are thriving in the setting because they feel safe and secure and develop a real sense of belonging. Children show care and concern for each other, play co-operatively and enjoy the companionship of friends, because adults provide good role models for children. The arrangements for snacks are relaxed and unhurried, so that children have time to chat and be sociable. They enjoy a sense of accomplishment, practising spreading their own crackers and helping themselves to drinks and fruit. Children's care needs are met well, because adults are warm, caring and attentive.

Nursery education.

The quality of teaching and learning is good.

Children are making very good progress towards the Early Learning Goals, because adults have an excellent understanding of how to plan and provide a wide range of interesting and stimulating activities, encouraging active exploration. Children are highly motivated, competent and independent learners, because adults arrange resources effectively to create an interactive environment. Children's attainments are consistently monitored and evaluated and adults use observational evidence well, so that they plan effectively for the next steps in children's learning. Children are confident trying out new activities, set their own challenges and concentrate well, because adults are skilled in engaging children and building their self-esteem.

Children are persistent using resources for maths, match shapes, colours and sizes, count in sequence and talk about their findings. Children work well together and share their ideas to solve practical problems, such as fitting puzzle pieces together. They enjoy exploring the possibilities of sand and water and show other children what they have discovered and made. Children are enjoying building and constructing, selecting from a broad range of resources, which are sorted into sets, labelled and easily accessible. Children have supervised use of a computer and are very capable of managing a key board and mouse to initiate their own activities on the computer. However opportunities for working with information and communication technology are limited, because current hardware and software need updating.

Children are developing all their senses as they show wonder and curiosity in the living world. They plant bulbs and grow herbs in the garden and investigate natural objects and materials, such as leaves and fir cones. Children design and make things and use a good variety of mark-making materials, such as paints, pencils, crayons, felt pens and chalks. Children are actively encouraged to practise pre-writing skills across the full range of activities, so that they are learning to write for different purposes. Children enjoy an excellent range of books as stories and for reference to specific activities, in line with themed learning topics. Children sing, dance and engage in role play, promoting communication and language skills. These activities

are particularly successful in promoting inclusion amongst children for whom English is an additional language.

Helping children make a positive contribution

The provision is good.

The setting reflects diversity and provides well for the racial and cultural mix of the group, so that children develop a positive identity. Themed topics, books, dolls and dressing up clothes portray positive images, so that children explore differences, developing understanding and respect for each other. Several children speak English as an additional language and they especially enjoying singing songs with the group, as these are helping them to experience a sense of belonging. There is a small range of bi-lingual books, including English/Welsh, but the home languages of the children attending are not represented in the range, to further promote communication, comprehension and language skills. Picture exchange cards are used effectively with children who have learning needs, but are not being used with children where English as an additional language.

Children's care needs are met effectively, because adults get to know the children very well, their likes, dislikes and particular interests and personalities. Children make friends and enjoy each others company, because adults actively promote caring attitudes, social skills for sharing and turn taking and good manners. Children are well supported, so that they get plenty of individual attention and freedom to explore independently. Adults build on children's spontaneity and take their leads from the children's interests, helping children to grow and develop at their own pace. The setting positively promotes inclusion, so that children integrate successfully and make good progress in all areas. Overall, the children's spiritual, moral, social and cultural development is fostered.

The quality of partnership with parents and carers is good.

Some good written information is available to parents, so that they get to know about the Early Years curriculum, the six areas of learning and the early learning goals. Adults meet with parents to talk about the Foundation Stage, to discuss children's needs and answer any queries, so that they are well informed and become involved. They discuss children's profiles and next steps, planning together on how to best address and meet children's presenting learning needs. Adults provide parents and carers with verbal feed back everyday, so that they know about the sorts of activities their children are taking part in and how well they are getting along. Parents are encouraged to provide feedback about children's discussions with them at home, helping to establish the children's knowledge base from activities they have taken part in while at pre-school.

Parents also make a written contribution to children's reports, so a full picture is gained regarding children's progress at home and at nursery. Parents are made very welcome in the setting especially while they are settling children and separating from them for the first time. These opportunities are providing parents and carers with practical knowledge and insight as to how the sessions run and the sorts of activities their children are taking part in. Parents and carers receive regular news letters, providing information about topics and they are encouraged to support the nursery with fundraising activities, so they can make a positive contribution to the setting.

Organisation

The organisation is good.

Adults are properly vetted ensuring their suitability to work with children. They are trained in first aid procedures, so that they can respond appropriately should an accident occur. Records, policies and procedures are in place, contributing to the safe and efficient management of the setting. The pre-school is exceptionally well organised, so that children enjoy an excellent range and balance of interesting and stimulating play and learning experiences. Resources are very well arranged, so that children can select and bring together a range of materials, enabling them to play spontaneously and creatively on their own and with others. There is plenty of scope for free movement, so that children can spread out and extend their play ideas. The schedule and programme of activities is very well balanced, so that children enjoy play and learning experiences across all six areas, both inside and outside in the garden. The setting meets the needs of the range of children for whom it provides.

The quality of leadership and management is good.

The setting is managed very well, so that children's learning needs are effectively addressed and met. Planning is thorough and assessment of children's attainments is rigorous, because the manager is committed to monitoring and evaluating the provision for nursery education, ensuring children make consistently good progress. The manager identifies the setting's strengths and builds on these effectively, so that children enjoy good quality play and learning experiences. The setting has few weaknesses and those identified as recommendations, are intended to enhance children's already good learning experiences. The setting is well lead and the staff team work closely together, so that children enjoy positive, consistent approaches in their learning and acquisition of skills. The team plan and prepare well for sessions, so that children continually enjoy a wide variety of satisfying play and learning experiences. Good training opportunities are available to enhance their practice and provide fresh ideas and new ways of introducing activities to the children, so that they are constantly stimulated.

Improvements since the last inspection

Since the last inspection the provider has ensured that the kitchen fully complies with environmental health requirements, promoting children's health. The system used for cleaning children's hands before snack time has been improved, so that they are developing good personal hygiene habits. The registration system has been improved, so that it shows children's hours of attendance. The provider maintains a written risk assessment of the premises, which is reviewed if there is a significant change or if the registered person suspects that it is no longer valid.

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):

- promote children's health, ensuring high level cleaning and dusting is included on the duty schedule
- promote equality of opportunity, extending the range of bi-lingual books in languages of the children in attendance

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):

- develop children's knowledge and understanding of the world with regards to information and communication technology

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