

Little Wellingtons Pre-School

Inspection report for early years provision

Unique Reference Number	EY102894
Inspection date	05 July 2007
Inspector	Carol Brown
Setting Address	135 Wellington Road, London, EN1 2RS
Telephone number	020 8360 6439
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Registered person	Little Wellingtons
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?

Little Wellingtons Pre-School opened in 2001. It operates double sessions from a church hall and a play hut at the rear of the garden in Bush Hill Park Methodist Church in the Bush Hill Park area of the London Borough of Enfield. In the mornings a maximum of 41 children may attend the pre-school in the main hall and school hut and in the afternoons only 15 children may attend in the school hut at any one time.

The pre-school is open each weekday from 09.30 to 12.00 and 12.30 to 15.00 during term time only. All children have access to a secure outdoor play area.

There are currently 73 children from two to under five years on roll. Of these 35 receive funding for early education. Children come from local and wider catchment areas.

The pre-school employs seven staff. All staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and hygienic environment. Staff are particularly vigilant about cleaning tables before snack time, ensuring that children wash their hands and clearing up spillages to prevent accidents. Children are beginning to understand the importance of good hygiene practices and are learning about health issues. For example, healthy eating through planned activities, which are re-enforced by the staff. Themed activities include "all about me", which focuses on learning about their bodies and how to keep healthy. Older children are able to go the toilet without adult supervision and are developing their self help skills. Children have ample opportunities to develop their physical skills as they are able to use a wide range of play materials in the outside area.

Children are well-protected, as four members of staff have current first aid training, which means that they can provide appropriate care and attention in the event of an accident. Accidents are recorded but not always signed by parents.

Parents are required to provide details of their child's dietary requirements and these are recorded on the admission form. This means that children's needs are met. Children are provided with a mid morning and mid afternoon snack. This usually is fresh fruit, biscuits and a choice of either juice or milk. Snack time is seen as a positive social experience as the children are encouraged to pass the plate of fruit around to each other. However, learning opportunities are being missed as they are not encouraged to pour their drinks for themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure environment, where they are learning about safety issues. For example, they are reminded by staff to use equipment appropriately and regular emergency evacuation procedures ensure that children are familiar with leaving the building in a safe way. Children are further protected as the staff conduct regular risk assessments to minimise potential hazards. Fire safety equipment is in place and exits are clearly labelled and free from obstruction.

Children are protected as there are effective systems in place for the safe arrival and collection of children and they are only released into the care of a known adult. Children are well-protected this is as a result of the staff having a clear understanding of the indicators of abuse, a comprehensive child protection policy and effective systems are in place to report and record any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy warm and caring relationships with the staff. Children are confident and respond well to routines within the setting. They are beginning to form firm friendships with each other and relate well to the staff. Children are able to access to wide range of good quality toys and play materials, which offer them challenge and supports their learning. Children's creative and imaginative development is supported through the provision of appropriate resources. These are well-used and obviously enjoyed by the children. For example, two children were playing as doctors in the hospital corner and their conversation included "Are you feeling better now"

"Yes thank you I drank up the medicine you gave me". The staff are using the Birth to three matters framework in order to support younger children's development and learning.

Nursery Education

The quality of teaching and learning is good. This is because there are effective planning systems in place, which focus on children's individual learning needs, these coupled with the staff's knowledge of the Foundation stage supports their all round development.

Children are eager to come into the setting and greet one another on arrival. They are beginning to form close relationships with one another and are able to work co-operatively. For example, a group of children engaged in a tile pattern activity were heard to say "I'll find a square for you" and "Can you look after my chair and don't let anyone take my triangle shape away". A group of three boys worked together to roll up a play mat before snack time. Children enjoy circle time and eagerly participate with songs and action rhymes. One aspect of this activity focuses on children greeting one another and the staff individually, which reinforces their sense of self esteem.

Children use language for conversation, this is supported by the staff's use of open ended questions to develop their imagination and problem solving. Staff use games to encourage children to link letters to words, for example, I spy with my little eye. Children are beginning to recognise their names as they choose their name card and post it into a box as they arrive. Older children are using pencils with increasing control and are able to form the letters of their name. However, there is a limited use of labels to encourage children's recognition of words.

Older children reliably count to ten and above and the use of visual aids, such a number posters supports their understanding of numbers as numerals. Children are developing skills in relation to shape and pattern recognition. For example, a child told a member of staff that the shape tile she was using had six sides, another child responded that the shape was a hexagon.

Children are beginning to develop and understanding of the world around them. For example, parents and community services were invited in to the pre-school to talk about the jobs they do. Other themed activities focussed on the life cycle of the butterfly. Children are learning about their culture and those of other through planned activities and appropriate resources. Children confidently use a range of programmable toys to develop their understanding of technology.

Children have access to a wide range of creative resources and use these with increasing confidence. Older children are able to use scissors appropriately. Children's art work is displayed, however due to constraints imposed by the landlords of the premises, these have to be removed at the end of each session.

Effective planning ensures that staff are aware of the children's starting points. The pre-school consults parents as to their child's developmental stage and builds on this to ensure that plans reflect individual needs. Children's learning is further supported as the staff regularly observe, record, monitor and evaluate the effectiveness of long, mid and short term planning.

Helping children make a positive contribution

The provision is good.

Children and staff are from a variety of backgrounds, this coupled with themed activities help to develop children's understanding of difference and similarity within society. For example, a

themed activity entitled "All about me" teaches children difference in eye colour. Children are valued and respected as individuals and the pre-school monitors its admissions to ensure that no discrimination takes place. Children with English as an additional language are actively included within the pre-school. They are supported as the staff learn key words in the child's first language, use visual prompts and gestures to develop the child's understanding. children's spiritual, moral, social and cultural development is fostered.

Children behave well and are beginning to show consideration for one another. This is because the staff have developed positive strategies to manage unacceptable behaviour and have a clear understanding of the possible reasons.

Partnership with parents is good and they are provided with a comprehensive range of information relating to the pre-school, including policies and procedures. There is a key worker system in operation to provide parents with a named point of contact. This supports children's learning and development as a dedicated member of staff is responsible for ensuring that their individual learning needs are met. Parents are encouraged to become involved with the pre-school in a variety of ways for example parents are invited in to talk to the children about the jobs they do, this develops children's understanding of the wider community.

Organisation

The organisation is good.

The pre-school meets the needs of the range of children for whom it provides. Policies and procedures are used effectively and provide parents with information about the setting. These are used effectively by the staff and are regularly reviewed in order to keep up with relevant changes in legislation and good practice, this supports the smooth running of the provision. There are robust recruitment procedures in place to ensure that children are cared for by adults, who have appropriate qualifications and experience and have been subject to rigorous checks.

The required documentation is in place and contributes to the welfare of the children. Staff are aware of the need to maintain confidentiality, for example, they discuss issues with parents in private.

The leadership and management is good. The manager leads by example and encourages staff to take on different areas of responsibility. Regular team meetings and individual supervision supports staff and identifies areas, which require improvement. A commitment to on-going training ensures that staff have a current knowledge of legislation and good practice

Improvements since the last inspection

At the previous inspection it was recommended that records relating to the administration of medication and the exclusion of infectious children were implemented to protect the health and well being of the children. This has now been addressed.

The provider was also required to develop systems to record staff attendance, conduct risk assessments and improve safety aspects. These have now been addressed.

Recommendations were made to ensure that parents received regular information about their child's progress and that a written statement provided details of the complaints procedure. These have now been addressed.

Complaints since the last inspection

Since the 1 April 2004 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):

- ensure that accident records are accurately maintained.

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):

- review snack time arrangements to enable children to develop self help skills
- develop resources which develop children's recognition of words as labels

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