

Lionel Road Pre-School

Inspection report for early years provision

Unique Reference Number	110298
Inspection date	05 February 2008
Inspector	Debra Davey
Setting Address	Lionel Road Community Centre, Westhorne Avenue, Eltham, London, SE9 6DQ
Telephone number	07756 738 063
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Registered person	Lionel Road 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Lionel Road pre-school opened in 1992. It operates from a hall in a community centre in Eltham and has use of an enclosed outside play area. The pre-school is open each weekday from 09:30 to 12:30, term time only.

The pre-school is registered to provide session care for 16 children under five years. There are currently 12 children aged two to five years on roll, of these, four are funded three year and four year olds. Children attend five morning sessions and most come from the local area. The setting supports children with special needs and children who speak English as an additional language.

The pre-school employs four staff and all, including the manager, hold appropriate early years qualifications. The pre-school is a member of the pre-school learning alliance (PLA) and has regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by the Greenwich Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about being healthy through generally good routines. For example, staff encourage them to wash their hands before snack and when visiting the toilet. There are good arrangements in place for changing nappies as there is a new changing bunk installed and staff use gloves to prevent cross infection. The community hall in which the group is based has shared use and the cleaning of the floor for example, is not carried out to a high standard. However, staff ensure that equipment used by the pre-school is kept clean in order to safeguard child health. Children enjoy a range of healthy snacks mid-morning which includes fresh fruit, cereal and toast. The snack is a relaxed social occasion where children and adults sit together to enjoy their food and each others company. Children are kept well hydrated throughout the session because they are very competent when helping themselves to water from the dispenser and they enjoy additional drinks at snack time.

Children are protected in the event of an emergency because some members of the staff team are trained in first aid and further update training is planned. There are appropriate permissions and records are in place regarding the administrations of medications and accident recording, which ensures that children are protected through good procedures. Children enjoy direct access to an outside play area which means that they are able to choose whether to play inside or out. As many children choose to play outside they learn to keep healthy through a range of physical activity such as pedalling bikes and cars, balancing with stilts and throwing and catching balls and hoops.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy a range of toys and equipment and activities which are set out for them before they arrive; for example choosing the role play or creative area. They also self select from a range of materials which are made accessible in the hall on low shelves and units. They learn how to behave safely because adults talk to children, for example, about wearing shoes in the hall in case they hurt their feet. Children are competent in the use of play materials such as dough cutters, pencil sharpeners and glue sticks because adults sit with them and supervise them well. They show increasing confidence as they choose puzzles and games to work with at the tables. There is an effective policy of risk assessment whereby staff check the community hall and the outdoor area in the morning. As a result, all potential hazards are removed before the children arrive.

Children also learn about safety rules through good routines; for example, through regular fire drills and rules such as not to run indoors, for which staff provide gentle reminders. Children are kept safe in the setting because the building is made secure and they are collected by known carers only. However, policies and procedures need to be updated for Safeguarding children guidelines to ensure that children are fully protected from harm or abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy the pre-school because they are cared for by staff who provide good attention to their needs; warm relationships between adults and children are evident. Children are

consistently supported through their play as adults engage with them through their choices of activity. For example, children who choose to set up and play with the train track are well supported in learning as adults talk about the trains, count the carriages and help find alternative materials to make road bridges. Child interest is fostered appropriately during group time activities through planned stories and songs based on what they know and have played with during the session. Detailed and relevant information is gathered from parents to ensure that staff get to know children well. As a result, children arrive happily and settle quickly as parents leave. Child development is monitored through observations and children enjoy a range of stimulating activities such as creative and messy play, role play, singing and dancing.

Nursery Education:

The quality of teaching and learning is satisfactory. As all the staff hold appropriate early years qualifications, they have a satisfactory understanding of the Foundation Stage of learning, so that the children are offered a balance of adult and child led activities. Plans organised around themes, are based on the interests that children show, for example, fire engines or the weather. In this way children develop and make progress in the six areas of learning. Communication and language and mathematical thinking is fostered because staff talk to children and ask appropriate questions that enable them to learn through play. For example, a play dough activity becomes a counting activity where children show a good understanding of number and simple calculation. Children learn to recognise their own names through the use of the name cards they select on arrival. Children are making good progress in their creative thinking because there are valuable opportunities for role play, both through the use of puppets and pretend situations such as a home corner and dressing up area. They have free access to a range of malleable and creative materials to draw, paint, stick or build with in the art area. For example, using tissue paper and glitter to create a collage or exploring textured materials in the water tray.

Children have too few opportunities that help them to explore and investigate. For example, the use of natural and recycled materials are not widely used within the pre-school, which limits children's ability to enjoy sensory experiences. Children are making progress in personal, social and emotional development because they enjoy activities where they work together such as using the parachute. Children's physical skills are fostered when using the outdoor area, they learn to pedal bikes, balance with stilts and throw and catch using balls and beanbags. However, partly due to limited use of assessment to inform planning, activities for the outdoor area lack sufficient challenge, especially for older and more able children.

Helping children make a positive contribution

The provision is good.

Children are helped to consider and value diversity, for example, ethnicity and positive gender images are reflected in books, puzzles, dolls and dressing up. As a result children are learning about their own and other cultures in the World. This is further supported by staff because cultural festivals are celebrated, for example, Chinese New Year celebrations which they have discussed at circle time and made lanterns for display. Staff follow positive links with children's own language and there are bi-lingual children attending who have settled well. There are good systems in place to support children attending with learning difficulties and disabilities which works well in practice. For example, staff follow advice from outside agencies and gather detailed and useful information which is exchanged with parents. This means that adults become well informed and are able to produce individual educational plans that support children's learning. As a result children attending with learning difficulties and disabilities progress well.

Children behave well in the setting due to the skilled support of staff who are calm and consistent and children follow their example. Staff provide lots of clear explanations and praise which means that children are learning to negotiate and share, for example, when using bikes in the garden.

Partnership with parents and carers is satisfactory.

Warm and friendly relationships are developed through daily discussion and parents are encouraged to become involved with their own child's learning, for example when they help their own child to read their name cards through the self registration system. However, there is limited written information provided about how children learn through the Early Years Foundation Stage. As a result, parents of funded children are not well informed about the six areas of learning and how they can expect their child to make progress.

Organisation

The organisation is good.

Children's care is enhanced by good organisation. Records are well organised and regularly updated; policies and procedures are reviewed and shared with parents, staff and students. This ensures that adults are able to update their skills appropriately to support the care of children. Space is well organised; adults set up the hall every day and clear away at the end of the session. Care is taken to ensure that the activities offered are attractive to children and that they are able to make choices within the planned activities. As a result, children show real delight when they arrive as they self-select from activities of their choosing and concentrate for extended periods. Overall, the setting meets the needs of the range of children for whom it provides.

The quality of leadership and management is good. The play-leader is well qualified and has clear vision for the pre-school. There are systems in place to monitor and evaluate the activities offered as well as the planned programme for the Foundation Stage of Learning. In this way, the staff team are able to identify strengths and areas for improvement.

Improvements since the last inspection

Improvement since last inspection has been good. The provider was asked to provide written statements for uncollected children, fire safety, risk assessment, sick children and equal opportunities. All policies are now in place and reviewed or updated every year.

Complaints since the last inspection

Since the last inspection in October 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):

- improve the arrangements for the cleaning of the premises.
- update current child protection policy to reflect safeguarding children guidelines.

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):

- provide a range of natural materials for children to investigate to foster their natural curiosity and extend the learning of older and more able children.
- improve the system of assessment of children's learning to ensure planned activities meet the needs of individual children.
- improve the range of planned activities provided in the outdoor area.
- ensure that parents of funded children are provided with detailed information about the Foundation Stage of learning.

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