

Penge Community Pre-School

Inspection report for early years provision

Unique Reference Number	137331
Inspection date	04 October 2007
Inspector	Pamela Patricia Paisley
Setting Address	Anerley Methodist Church, Oakfield Road, London, SE20 8QA
Telephone number	020 8289 6771
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Registered person	Management Committee of Penge Community 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?

Penge Community Pre School has been operating for a number of years, since approximately 1975. It is run by a voluntary management committee and operates from two rooms in a church hall. It is situated in a residential area in Penge. A maximum of 32 children may attend the pre school at any one time. The pre school opens each weekday from 09:20 to 11:50 and 12:30 to 15:00, term time only. All children share access to a secure enclosed outdoor area.

There are currently 52 children aged two to under five years on roll. Of these, 42 children receive funding for early education. Children come from a wide area. The pre school currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The preschool employs six members of staff. Of these three hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good daily routines and explanations help children understand that washing their hands after visiting the toilet and before meals reduces the risk of passing on germs. Staff are proactive in making sure that their practice ensures that children are protected from cross infections. They wear gloves and aprons when changing nappies and use anti bacterial solutions for cleaning tables. Children take part in regular physical exercise which is well planned by staff. They are enthusiastic when doing music and movement and play outdoors on a daily basis, weather permitting. They ride bikes, throw, catch and kick balls with increasing control.

Children enjoy nutritious snacks which help them develop healthy eating habits. They choose from different cereals, and eat varied portions of carrots, cucumber, grapes and tomatoes. There are effective systems in place to ensure that children's individual dietary needs are met. Water is available throughout the sessions so that children can help themselves to a drink when they are thirsty; although they are not always encouraged to be independent and serve themselves at meal times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff deployment is very good and guarantees children are well supervised at all times. The front door is kept locked and a bell system is in place which allows staff to monitor visitors on the premises. Children have good opportunities to learn how to keep themselves safe as they practise regular fire drills. Staff carry out rigorous risk assessments both indoors and out so they can identify and address potential hazards.

Play materials, toys and equipment are of good quality and well organised in the setting so children can move around safely while they play. They are carefully selected to ensure that they are suitable for the children. Effective procedures promote and safeguard children's welfare within the pre school. Staff have a good understanding about child protection issues and how to proceed if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children come into the setting eager and ready to participate and be with their friends. Staff have a good understanding of how young children learn and use the Birth to three matters frame work to plan and provide a wide range of play and learning opportunities. They carry out regular observations and use them effectively to plan for children's next steps of their development. Children have good opportunities to listen to and make music with musical instruments. They enjoy role play and make belief games, such as pretending to be builders and use equipment to measure, hammer and paint. They delight in drawing and modelling with a broad range of media. Children enjoy singing their favourite nursery rhymes and listening to stories on a daily basis. They show good concentration and actively take part in talking about the characters in books.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of how to use the Foundation Stage curriculum to ensure children are making good progress towards the early learning goals. Staff effectively use assessments and the information gained from them to provide a wide range of activities and experiences to move children on to the next stage in their learning. Children are motivated and keen learners. They show good levels of imagination, concentration and curiosity and use all their senses to explore a wide variety of activities which are well balanced and provide good challenges. Children make good use of mathematical equipment, such as cubes, shapes, threading beads, number puzzles, calculators and confidently use language to describe size and quantity.

Children are beginning to write for different purposes. They can recognise and name letters of the alphabet and older children can write their own names. Children have access to creative activities on a daily basis, such as easel painting, play dough, water and sand but do not always have opportunities to access them independently. They have good access to paper, pencils, crayons and books so they can practise writing. They enjoy looking at books and use tape recorders to listen to their favourite stories and songs independently. Children are beginning to understand the past and the present. They discuss people and events in their own lives. Children readily participate in singing sessions and regularly explore sound and musical instruments.

Helping children make a positive contribution

The provision is good.

Well planned topics and activities help children understand and appreciate other cultures. They are able to embrace different traditions and beliefs through celebrating different festivals. Staff meet children's individual needs well and ensure that all children are encouraged to take part in activities. As a result children's spiritual, moral, social and cultural development is appropriately fostered.

Children with learning difficulties and/or disabilities are supported well. Staff are very secure in their understanding of the code of practice and work closely with parents and outside agencies to ensure that children's needs are met effectively. Staff are consistent in their approach to behaviour management. Children are encouraged to negotiate and take turns when playing which helps them develop regard for others. The partnership with parents is good. There are both formal and informal systems well established for staff and parents to share information about children's progress and development. This enables parents to contribute to their children's learning at home.

Organisation

The organisation is good.

Children are cared for in a well organised environment where they are well cared for. A key worker system ensures children receive good support in their learning. Staff work well as a team and clear communication and guidance allows them to provide a stimulating well balanced curriculum. Children are developing a growing independence in the setting; although, this is not always encouraged during meal times and creative activities.

Leadership and management is good. There are effective recruitment procedures in place and staff are encouraged to attend training to develop their knowledge and skills. Extensive record, policies and procedures that promote the welfare, care and learning of the children are well maintained. The quality of teaching and learning are regularly reviewed to identify strengths

and areas of improvement. The setting meets the needs of the range of children for whom it provides

Improvements since the last inspection

The last inspection required the pre school to ensure that children did not have access to radiators on the premises. All radiators have now been fitted with a fire guard to ensure children's safety.

The last nursery education inspection recommended that children: have more opportunities to develop their problem solving; explore and investigate living things and are able to have opportunities to use their imagination and develop their creative skills through the use of materials, art, design and music. Children now have opportunities to look at numbers in different contexts and explore living things, including past and present events. They have good opportunities to use different types of media on a daily basis and take part in music and movement sessions.

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):

- ensure children have opportunities to serve themselves during meal times to encourage independency

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):

- ensure children have independent access to creative activities

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