

# Ladywell Preschool

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY357611
<b>Inspection date</b>	22 May 2008
<b>Inspector</b>	Christine Jacqueline Davies
<b>Setting Address</b>	London Borough of Lewisham, Ladywell Early Years Centre, 30 Rushey Mead, LONDON, SE4 1JJ
<b>Telephone number</b>	02076 972599
<b>E-mail</b>	
<b>Registered person</b>	Pre-School Learning Alliance
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Ladywell Pre-School was registered in 2007. It is located in a self-contained unit within Ladywell Early Childhood Centre, situated in the London borough of Lewisham. The preschool comprises of a main room, a smaller carpeted room, toilet facilities for both staff and children and a small kitchen. There is direct access to an outdoor play area. The preschool operates on Mondays to Fridays from 09:30 until 13:30 term time only. A maximum of 20 children aged two to five years, of whom no more than four may be under three years, can attend at any one time. There are currently 27 children from two to five years on roll. This includes 18 funded three year and four year olds. The preschool provides support for children who have a learning disability and those who speak English as an additional language. Three members of staff, including a manager, who are appropriately qualified and/or experienced, work with the children. The preschool receives support from the Preschool Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health and wellbeing is promoted effectively within the setting. For example, detailed procedures regarding medication, sickness and accidents are in place, which are understood and implemented by staff. In addition to this, there is at least one member of staff who is first aid trained on the premises. Records relating to the administration of medication and the recording of accidents are maintained appropriately. Children's physical health is promoted well because staff provide them with a broad range of physical outdoor activities, however, opportunities to use large outdoor equipment is limited, as this area of provision is underdeveloped. Children benefit from a healthy diet and have access to a good range of healthy snacks and meals which promote healthy eating. For example, children choose snacks such as fruit, rice crackers and raisins. Good hygiene routines which include daily cleaning of the premises, ensure that children are protected from cross infection. Furthermore, procedures are in place for children who are unwell, contributing to children's good health.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Good procedures are in place regarding the arrival and departure of children and suitable precautions are in place which minimises the risk of unauthorised visitors to the premises. For example, a buzzer intercom and cameras are installed and visitors are required to sign onto the premises. In addition to this, the children's hours of attendance are recorded daily. Staff demonstrate a commitment to keeping children safe by undertaking regular risk assessments and ensuring that areas used by children are free from hazards. Fire safety procedures are thorough and children benefit from regular fire drills. Equipment used by the children is well maintained and meets safety standards, helping to protect children from harm. Staff have a good understanding of safeguarding procedures and have a consistent approach to managing child protection issues, helping to promote the overall safety and well-being of children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children benefit from a good range of activities which builds on their natural curiosity as learners. In addition to this, staff have organised the space so that resources are low level and clearly labelled, helping children to make independent choices during play. Children particularly enjoy sensorial activities such as water play, painting and playdough and benefit from plenty of opportunities to express their ideas through role play and a range of constructional materials. Staff provide children with plenty of individual attention and offer support and guidance to those children who require additional help when using resources. As a consequence, developing their confidence and self-esteem.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage which means that children make steady progress in all areas of learning. The curriculum is planned in advance and learning intentions are clear. Although staff undertake focused activities with the children, these activities are not always evaluated and do not clearly identify how activities are adapted to meet children's individual capabilities. This means that

gaps in children's learning may not be identified quickly. Children's profiles are in place which contain observations and samples of children's work, however, it is not clear how children's progress is tracked over time or how the next steps for children are planned for.

Despite this, children are encouraged to be independent learners and are steadily developing strong relationships with staff and their peers. A broad range of media such as drawing, painting, constructional activities and role play, help children to make steady progress regarding their creative development. They enjoy a diverse range of activities that builds on their communication, language and literacy skills. For example, children have access to a good selection of books, enjoy listening to stories and are able to see a range of print displayed in their environment. They develop their mark making skills through activities such as painting and attempt to label their own work with their names upon completion. However, there are limited opportunities for children to extend their emerging literacy skills in other areas of provision, as writing materials and resources are generally accessed in the designated graphics area.

Children show a growing knowledge of counting and have access to a range of activities that support their knowledge of mathematical concepts such as addition and subtraction, problem-solving and symmetry. However, staff do not always introduce mathematical vocabulary during play to help consolidate children's learning further. Staff plan and provide a range of activities that underpin children's knowledge and understanding of the world. For example, children learn about growth when taking part in activities such as planting runner beans. They also learn about the local and wider environment through planned topics and themes. However, staff need to provide more opportunities for children to develop and extend their investigation and observation skills when taking part in child or adult led activities.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Staff promote positive behaviour by providing clear boundaries and by making sure that children are given explanations when negative behaviour is displayed. So as a result children behave well and also learn the difference between right and wrong. Staff promote inclusion within the setting. For example, children have access to a good range of resources that deepen their awareness of diversity and the wider community. Children are given equal access to all areas of provision and are treated with equal concern. Children with learning difficulties and disabilities are well supported within the setting and staff work closely with parents and the intervention team, which ensures that children's individual needs are met. Clear settling in procedures for new children are in place helping them to feel secure. Partnership with parents and carers whose children receive nursery education is satisfactory. Parents have access to information relating to the Foundation Stage, however, opportunities to discuss their child's progress is through informal discussions, as there is currently no system in place for formal reviews to be held. As a consequence, parents may not always be fully aware of the extent of their child's progress.

### **Organisation**

The organisation is good.

Good systems are in place which help to promote the overall organisation of the setting. For example, detailed policies and procedures are available and all required documentation is in place. The premises are safe and secure and the space is organised to meet the diverse learning

needs of children. Children benefit from a flexible routine and are provided with a good range of activities which promotes their overall sense of enjoyment. Staff undergo rigorous vetting checks which ensures that they are suitable to work with young children. Leadership and management of nursery education is satisfactory. Systems to monitor and evaluate the quality of nursery education need further development, so that gaps in children's learning are identified quickly and assessment procedures clearly track children's progress over time. Overall, the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable as this is the setting's first inspection.

### **Complaints since the last inspection**

Since the registration 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.

## **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 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 activities are evaluated to help inform future planning (also applies to nursery education)

#### **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 that assessment methods clearly show how children's progress is tracked (also applies to care)
- ensure planning clearly shows how activities are adapted for older or more capable children

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](http://www.ofsted.gov.uk)