

Marvels Lane Pre-School

Inspection report for early years provision

Unique reference number	129101
Inspection date	03/11/2008
Inspector	Silvia Richardson
Setting address	W G Grace Community Centre, 1 Lions Close, Mottingham, London, SE9 4HG
Telephone number	0208 851 3802
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Marvels Lane Pre-school has been established for more than 20 years and is funded by the London Borough of Lewisham and the Pre-school Learning Alliance. A committee of parent volunteers manage the provision. It is registered on the Early Years Register. The Pre-school operates from a community centre and has use of two play rooms and the community hall. There is a fully enclosed area for outside play. The Pre-school serves the local area. The group opens five mornings a week during term time. Sessions are from 09:30 to 12:00.

The group is registered to provide care for 20 children in the early years age group, from two years to under five years. There are currently 24 children aged from two to four years on roll. 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 full-time staff members who work with the children. More than half the staff including the manager have appropriate early years qualifications and training. Staff have access to training courses and support services run by Lewisham Early Years and the Lewisham Early Years Advise and Resource Network.

Overall effectiveness of the early years provision

Children are happy, settled and purposefully occupied, because adults are caring and attentive to children's individual needs and establish secure and trusting relationships. Adults plan and provide a broad range of interesting and stimulating activities, supporting children well, so that they enjoy inclusive learning experiences and develop at their own pace. The setting is effectively maintaining continuous improvement, through self evaluation and action plans, so that outcomes for children are good. The parent run committee is making a positive contribution to children's learning and development through strong partnerships that value the diverse needs of the group.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make systematic observations and assessments of each child's achievements, interests and learning styles to identify learning priorities
- ensure hand washing arrangements prior to handling food are hygienic and promote children's learning and development of good personal hygiene habits

The leadership and management of the early years provision

The manager for the setting is highly motivated and committed to ensuring all children achieve their potential, through a well balanced programme and schedule of activities, which target their individual learning needs. The setting values the uniqueness of each child, providing resources and activities that reflect diversity and promote positive images and attitudes towards differences. Children behave well, are sociable, friendly and kind to each other, because effective leadership and strong team working are providing good role models for children. The staff team are effective in ensuring continuity for children, because conscientious leadership is providing clear guidance in good practice. Well established, familiar and consistent routines are helping children feel secure and develop a real sense of belonging.

The setting consistently seeks to improve ways of working, so that arrangements have a positive impact on the overall quality of the early years provision. Action plans have effectively developed a partnership approach for recording what children can do when they first start. Parents and carers are supported to provide some written details, which include what children like and dislike. Records are personalised with a photo of the child and include any comments made by them about home and pre-school experiences. The manager is beginning to tackle more formal self evaluation of the provision, so that the educational programmes and assessment arrangements are in line with the requirements of the Early Years Foundation Stage.

Children and their parents and carers enjoy a warm welcome and the opportunity to establish positive relationships with key persons as children join the group. Each child is valued, so that their play and learning experiences are meaningful to them and reassuring for their parents and carers. Adults work closely in partnerships with parents and carers, so that they contribute to their children's development, discussing and agreeing targeted learning experiences. On-going discussion is helping children to make good progress, because their needs are continually evaluated through partnership arrangements. Parents and carers support their children's learning through the book share scheme and information is conveyed through the prospectus, news letters, photographs and pictures, so that they have a good understanding of the activities and opportunities available to their children.

Children are safe and protected through the effective implementation of policies and procedures. Adults are familiar with safeguarding guidelines and the manager is trained in recognising and acting upon any concerns. Records kept support accountability for children's safety, including risk assessments, registers and details of any accidents. Appropriate steps are taken to promote safety, such as soft padding around posts and a rubberised surface in the outdoor play area, minimising risk of injury from bumps and falls. Adults are vigilant, supervise children closely and help them develop an awareness of potential dangers through discussion, stories and activities. Children receive much support, enabling them to behave in desirable and acceptable ways, developing their understanding and awareness of how to keep themselves and others safe when playing.

The quality and standards of the early years provision

Children enjoy lively discussion and interaction with adults while playing, helping them to learn in practical ways. Children have excellent concentration and focus well, because adults actively engage with children, so that activities are purposeful and help children acquire language and skills.

Children work very well together in small groups, sharing, taking turns and playing collaboratively, particularly in role-play and when using small life resources. This is because adults provide security and a reassuring presence, through their warm, calm and kind mannerisms. The learning environment is helping children make good progress towards the early learning goals, because a broad range of interesting resources and stimulating play activities are presented attractively, encouraging exploration and discovery. Activity planning covers the six areas of learning and the schedule is implemented flexibly, adapting to and building on, the specific interests of the children.

Adults get to know the children really well and establish strong partnerships with parents, so that activities provided reflect individual children's learning needs. Children enjoy much variety and choice and the long free-play session provides repetitive learning opportunities and a range of challenges, enabling children to learn at their own level. Learning intentions for the group as a whole are clearly recorded and adults are able to reflect upon and describe children's starting points and the progress they have made. Some notes are made following discussion and agreement with parents, regarding children's next steps and written observations of children's learning are also recorded. However, observational assessment of each child's achievements, interests and learning styles is not systematically recorded to identify learning priorities and to evidence progress over a period of time, ensuring there are no gaps in children's learning.

Themed topics and activities are linked to cultural and religious festivals, acknowledging the diversity of the group and valuing differences. A broad range of books and stories, dolls, toys and artefacts, promoting positive images, are helping children to feel good about their identity and learn about others. Children enjoy seeing themselves in photographs and point to pictures of themselves on their profile folders. Children are enjoying the resources available and choosing to play with dolls of the same ethnicity as themselves. Arrangement of furniture, play areas and activities promote inclusive play experiences and adults actively engage each child during story and singing sessions, so that all children are able to participate and enjoy a sense of belonging. The impact on children of inclusive practices is very positive and is enabling children to make friends and be kind and caring towards each other.

Children's welfare needs are met well, because adults are ensuring children enjoy a balance of indoor and outdoor activities, are offered drinks and nutritious snacks and have opportunities to rest and relax. Children are safely escorted to use the toilet and encouraged to wash their hands, helping to protect their health. However, hand washing arrangements prior to handling food are unhygienic and not consistently promoting children's learning and development of good personal hygiene habits, because they dip their hands in a shared bowl of water. The setting is using picture exchange cards (PECS) effectively, helping children communicate and understand routines. PECS are providing visual discussion points for routine activity in sequence, leading to home time, enabling children to manage separation

anxiety from their main care giver, promoting their well-being and ability to settle to purposeful play. The setting has positive regard to the special educational needs code of practice, making good use of support systems and other agencies, so that children integrate successfully.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.