

# Green Lane Pre-School "The Annexe"

Inspection report for early years provision

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<b>Unique reference number</b>	EY291991
<b>Inspection date</b>	09/12/2008
<b>Inspector</b>	Caroline Preston
<b>Setting address</b>	508 Green Lane, Ilford, Essex, IG3 9LH
<b>Telephone number</b>	0208 590 6126
<b>Email</b>	
<b>Type of setting</b>	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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Green Lanes the Annexe is one of two nurseries. It opened in 2005 and operates from three large rooms in a converted house. The nursery has access to a kitchen, a secure outside play area, toilet and wash facilities. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year and serves families from the local community. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for up to 24 children from birth to five years. There are currently 24 children on roll. The nursery currently supports children with learning difficulties as well as children who speak English as an additional language. The nursery employs 23 staff. Of these, all hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Each child's uniqueness is recognised and valued, as a result no group or individual is disadvantaged. Children are offered excellent opportunities to learn and develop at this nursery. Planning for improvement aims to further develop the outstanding practice already in place.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- using assessment to plan the next steps in a child's developmental progress and regularly review this approach.

## **The leadership and management of the early years provision**

The setting is run by a skilled and enthusiastic management team, who have high expectations of children, staff and parents. Their leadership is outstanding as they continually set goals for improvement. For instance, they are part of the Quilt quality assurance scheme and are taking part in the London Borough of Redbridge's Pedagogy teams improving good practice panel. In addition, they are part of a study being undertaken by the Thomas Coram institute, which is looking at 'Being in tune with children'. Furthermore, they have gained certificates in promoting equality and being part of the Metropolitan Police safety awareness scheme. As stressed, training and improvement is a priority to this setting, therefore staff undertake various training to support their personal development, and as a result are meeting the needs of children very well.

Parents play a key role in their child's learning as staff strive to include parents by informing them of current topics, children's progress and achievements. Furthermore, staff have developed a fantastic home links profile, that encourages parents to add ideas, photos and written information about their child's home life.

This supports diversity and values each child's home life, family and background, as well as developing strong links with parents. In particular, many siblings from the same family have attended the setting, which shows continuity of care and a community spirit, as well as parent satisfaction with the service. At the same time, parents are asked to share information about their child when the child first starts to attend and settling in reports are undertaken by staff. Parents are offered very good quality information about the setting, as well as policies and procedures, newsletters, and they are invited to parents meetings. In addition, the setting liaises with outside agencies to meet any additional needs children may have.

Children have excellent learning opportunities to learn about safety, as stated above being part of the Metropolitan safety awareness scheme. Furthermore, children's behaviour shows they understand safety rules, as they take care of themselves in the garden, by taking turns, not bumping into each other, showing respect in the classroom by not running, and putting play resources away safely. All staff have undergone suitability checks, and completed safeguarding training, therefore they are aware of child protection procedures, which supports children's well-being. Furthermore, daily risk assessments are carried out both inside and outside, an intercom system is in place, so that unwanted intruders cannot gain entry. Registration systems are in place as well, as visitors' signing in books, therefore the setting is safe and secure. Policies and procedures ensure that children are safeguarded from illness and infection, as staff maintain very good hygiene practices and children are encouraged to wash their hands when appropriate. Children are offered a very good range of healthy foods and snacks, all dietary needs are adhered to and water is available at all times. All staff are first aid trained and kitchen staff hold food hygiene certificates. Written records of accidents and administration of medication, as well as permission for emergency medical consent is in place. This means children are safeguarded very well and their individual needs are met.

## **The quality and standards of the early years provision**

Children make very good progress in their learning, because they are supported by staff who have very good knowledge of each child's needs and the early learning goals. The environment is rich with play resources that support learning. The classroom used by the pre-schoolers and outdoor play area is specifically organised to meet the six areas of learning. The outdoor area is rich and vibrant and full of learning opportunities, furthermore children have fun and take part in many activities that support large physical development. The classroom is warm and inviting for the pre-schoolers, in addition the baby room upstairs is bright and spacious with many activities that support early learning. Indeed staff fully understand how to organise play opportunities to meet the developmental needs of babies, clearly babies are happy and engaged and continuously smiling. Staff use very good questioning techniques with children, they engage and are animated when interacting with them, children show pleasure as they respond to staff. Planning is in detail and covers all areas of learning, regular observations and assessments are in place and show staff understand the purpose of play and learning. However, recording of children's next steps is not always in place and is not used to plan for further activities in order that individual children progress

along the early learning goals.

Children have many very good opportunities to learn and develop, for instance topics covered this term include, taking flight and looking at birds, toyshop and workshop and exploring winter. Furthermore, children develop personal, social and emotional development, as they maintain interest and concentrate when listening for the sound of the words in their names. Their behaviour is exemplary and they have formed very good relationships with each other and staff. They select and use resources independently, for example, dramatic play when acting out bathing dolls. They make connections with their own experiences of pets, so learn to care for living things. They explore winter in other countries and make comparisons and they learn about eating healthy by making soups. Problem solving, reasoning and numeracy is developed as children count reliably to 20, they use mathematical language when playing with the pretend snow. They create a chart of all the birds that visit the garden, weighing the feed and distributing into feeders. When making soup children will measure the ingredients and write out the recipes using mathematical language.

Children develop communication, language and literacy as they listen to the story of the Owl babies, they join in with puppets and songs and take photographs of the bird life in the garden. Children speak clearly and audibly with confidence and control and show awareness of the listener during circle time. Children learn that print carries meaning as the environment is rich in print and many books are available to handle. They attempt to mark make, using a variety of writing tools and make posters promoting their dramatic play toy sale.

Children develop knowledge and understanding of the world, as they learn about different winters in different countries, they learn that some birds migrate to warmer climates and some can survive freezing temperatures. They learn that winter affects our diets and why we eat certain foods. They begin to learn about their own cultures and beliefs and those of others, through discussions and celebration of festivals, indeed they are currently celebrating Christmas. Children are supported in celebrating their uniqueness, as the setting embraces all children fairly and equally, staff speak to children respectfully and the focus of the setting is to meet the needs of the individual child. The setting is vibrant and welcoming and children show their happiness through their expressions and actions.

Children develop their physical skills through activities such as large construction, as well as accessing the garden in all weathers, wearing appropriate clothing, as a result, promoting good health through daily fresh air and exercise. They plant bulbs and nurture them for spring, therefore learning about, and valuing, the natural environment. They move with confidence, control and coordination as they use the wheeled toys and balancing toys. Children develop creative skills as they paint, and feel the texture of the pretend snow, as they use recycled packaging, glues and tapes. They take part in dramatic play as they transform the role play area into a toy shop, they create a wintry den using shiny material and objects. Children have excellent learning opportunities within their everyday routines at the setting, and as a result progress very well along the early learning goals.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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**

Since the last inspection there have been no complaints made to Ofsted.

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.