

Arnaud Lodge Pre-School

Inspection report for early years provision

Unique reference number	EY370409
Inspection date	05/11/2008
Inspector	Caroline Preston
Setting address	Scout and Guide Hall, Slewins Lane, Hornchurch, Essex, RM11 2BZ
Telephone number	01708 479695
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Arnaud Lodge Pre-School opened in 2001 and operates from a Scouts and Guides hall in a residential area of Hornchurch in the London Borough of Havering. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open Monday to Friday from 09:15 to 11:45 and 12:45 to 14:45 during school term time only. All children share access to a secure enclosed outdoor play area. There are currently 70 children in the early years age group on roll. Of these, 40 receive funding for early education. Children come from a wide catchment area. The pre-school currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language. The pre-school employs eight members of staff, all of whom hold appropriate early years qualifications. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The setting supports children's uniqueness. Diversity is promoted through planning and the wide range of good activities available to children. Continuous improvements are made to develop practice and improve children's welfare, learning and development.

What steps need to be taken to improve provision further?

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

- provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.

The leadership and management of the early years provision

Good childcare practice demonstrates that the well written policies and procedures work in practice to meet the needs of the children. All staff are suitably qualified to level 2 and 3 in childcare and the manager is currently undertaking a childcare degree course. Staff are also booked on many new training courses throughout the year. All staff undertake regular training in child protection, first aid, equal opportunities and health and safety. Therefore staff evaluate their training needs to improve their childcare skills, which supports the care and education of the children. Staff are deployed well during the two daily sessions and good use is made of the large hall and outdoor garden.

Daily risk assessments ensure children are safe both inside and outside, and staff supervise children well. Play resources are age and stage appropriate, varied and stimulating for children. The manager has carefully thought about the new resources bought, for example, large clear puzzle bags that encourage children to make choices and wooden drawers full of creative play materials that are now

easily accessible. The book area has improved and many books cover different topics including books promoting diversity. All resources are clean, safe and stored at low-level.

Good partnership with parents supports children's care and education, as staff interact verbally each day exchanging relevant information. Regular parents meetings are held, to show parents children's progress and achievements records. Newsletters inform parents of upcoming topics. Parents also complete entry forms, giving information about their child's achievements before they start attending the pre-school. Parent questionnaires are used to gather information about parents' views and opinions, and display boards show what questions parents have asked and staff responses to them. Staff also use graphs to show the levels of parent satisfaction across areas of care and education such as range of activities. Therefore parents are fully informed about the service and strong partnership is encouraged. Staff work closely with outside agencies to meet children's needs, for example, to support children with learning difficulties.

All staff have undergone suitability checks and records are kept on each staff member. Children are not left alone, which ensures their safety at all times. All required records about each child are maintained, including registration details, health records, contact details, accident records and progress reports. Children are encouraged to learn about health and hygiene as they wash their hands after using the toilet and before and after eating. Children's toileting areas are kept clean by staff and antibacterial soap is available.

Staff ensure the setting is clean before children arrive and wear appropriate gloves when handling foods or changing nappies. All changes of nappies are recorded by staff. Appropriate policies regarding sickness help safeguard children from illnesses. All staff undertake child protection training on a regular basis, therefore children are safeguarded from possible risk of abuse. Children are offered a healthy range of snacks and drinks that support their understanding of healthy eating, for example, fruit. A written complaints policy informs parents about what the procedures are regarding complaints and the regulator's contact details are available.

The quality and standards of the early years provision

Children learn about safety through the setting's behaviour rules and topics covered including road safety. They also learn to wash their hands after touching animals from the local farm who visit the setting. Staff support children well across the areas of learning because they fully understand the Early Years Foundation Stage. They use good questioning techniques to engage children and prompt further learning. Each child has a key person, who carries out detailed observations and assessments as to what each child is achieving. Staff use good recording techniques, such as photographs, which show children engaged in activities and clearly illustrate what they can do. This also allows parents to see in detail what children are achieving in pre-school and promotes the partnership with parents. Staff use the early learning goals to plan for each child's next steps, but activities do not allow children to fully explore different parts of their lives with each other.

Children are confident in the garden, collecting leaves to make pictures. They help each other and listen to adults. They can concentrate when working independently to create pictures using different coloured shiny paper. They have formed warm, friendly relationships with each other and staff; this is evident throughout the session. They know right from wrong and take turns on the climbing apparatus. They talk clearly and are able to listen to stories and instructions, for example, to put their coats and boots on for garden play. They learn traditional nursery rhymes and listen to the story of the Gingerbread Man. Children begin to mark make using tools such as crayons. Children's work folders show that children can write their names clearly, and recognise their names as they collect their name cards. The letter of the week is G, so they make giraffe pictures, and learn about giraffes. Children learn to count to ten, and recognise numbers through taking part in counting games. Children are encouraged to count the number of blocks in their towers or lines, and are encouraged to follow a pattern order, for example, first a red, then a blue block. Children learn to grow things such as plants, and learn about the seasons by collecting leaves in the garden. They learn about different animals by touching visiting animals from the local farm. Children decorate the gingerbread men with icing and cake decorations, which they take home promoting their creative skills. They talk about safety, such as using sharp instruments safely, and good hygiene practices. They construct using bricks. They learn about other cultures through play resources and the celebration of festivals, also when taking part in the 'all about me' topic. Children use the large garden and move with confidence as they run and jump in the mud and collect leaves. They climb under and over and slide down the large climbing apparatus in the hall, supporting their large physical skills. Children handle programmable toys such as keyboards, telephones and games, which supports their knowledge and understanding of the world and develops skills that will contribute to their future economic well-being.

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 B: the Childcare Register

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

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

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 registration.

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.