

Val Robinson Childcare, Cottage Pre-School

Inspection report for early years provision

Unique reference number	EY378665
Inspection date	17/11/2008
Inspector	Amanda Gill
Setting address	The Royals Youth Centre, Viking Way, RAINHAM, Essex, RM13 9YG
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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

The Val Robinson Childcare, Cottage Pre-School operates from the Royals Youth Centre which is situated in Rainham, in the London Borough of Havering. Children attend for a variety of sessions. The pre-school is within walking distance of a shop, schools, parks and a mainline train station. The group serves the local area.

The setting currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language. The pre-school is open five days a week 09.20 to 11.50 and 12.20 to 14.50 term time only and there are currently 78 children on roll.

All staff have early years qualification to NVQ level 2 or 3. The pre-school is registered on the Early Years Register to care for no more than 40 children in the early years age group.

Overall effectiveness of the early years provision

Children's welfare and learning needs are effectively promoted due to the good knowledge the staff have of their individual needs. The partnership with parents is the pre-school's greatest strength as parents receive daily feedback and are consulted regarding the running of the pre-school. The effective links that exist with parents and external agencies contributes to ensuring that the needs of all children are met well with additional support being well used. Children have access to suitable learning opportunities and are very well supported by staff, this means that children make good progress, given their age, ability and starting points.

The setting's self-evaluation systems identify both key strengths and weaknesses and the manager makes good use of self-evaluation to identify these areas to ensure all the children are able to learn in a safe and secure environment.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to experience outdoor play
- improve existing systems for assessment, to ensure all relevant observations include next steps

The leadership and management of the early years provision

The pre-school is led and managed by a very enthusiastic and motivated management team and this positive attitude is reflected in staff practices. The manager and deputy work closely together to ensure the requirements of the Early Years Foundation Stage are effectively implemented. They are both very 'hands on' and always willing to listen to ideas and suggestions from staff and this gives them

a sense of value and as a result this good role model is shared with the children who are very confident and happy.

Children are safeguarded very well, as all staff have an excellent understanding of child protection and how to protect children from harm and neglect. In depth risk assessments are carried out monthly to ensure the setting and the environment are extremely safe for the children. Staff carry out daily checks of the building and the resources which ensures the children are attending a safe and secure setting. Criminal Records Bureau checks are carried out on all staff, which enhances the safety of the children. All staff have an excellent awareness of child protection and how to safeguard children.

Children benefit greatly from the relationships the staff have built with the parents. The setting has an open door policy and regularly invites and encourages parents to participate in activities with their child. This enhances the concrete relationships between the staff and parents. Parents receive regular updates about the setting and the provider organises parents' evenings once a term where the staff talk to the parents about the curriculum and the good progress the children are making with their development. In addition the setting works well with parents and the support of the local authority to ensure that when necessary children gain additional support, for example if children have specific additional needs. The setting also uses advisory support effectively as it develops its implementation of the Early Years Foundation Stage (EYFS) and evolves effective planning and assessment.

Overall, records, policies and procedures are well managed to support children's welfare, and all staff are aware of their roles and responsibilities. The manager has provided many opportunities for established staff to develop their skills and knowledge through training and all staff are up-to-date with current legislation, which allows them to consistently provide good care.

The quality and standards of the early years provision

Children are making good progress within the EYFS. They are supported by well qualified staff who have a clear understanding of how children effectively develop and learn. Staff are caring and attentive and provide good support for children's learning; children have the opportunity for self initiated play and adult led experiences. The curriculum is very flexible and offers children the opportunity to be spontaneous and to contribute their ideas. Staff have sound knowledge of the EYFS and the learning environment stimulates purposeful play with opportunities to be creative and actively learn indoors, however, those to explore the great outdoors are limited because children have no access to an outdoor play area. However, this is currently under review for development. Staff are skilled at judging when to engage in children's play and when to stand back and allow them to explore and experiment.

The staff complete detailed observational assessments on all children. Planning clearly arises from these meaningful systematic observations of children and this enables staff to strongly promote children's next steps for learning. However, not all

observations undertaken have next steps, which results in staff relying heavily on their working knowledge of the children. Staff are skilled and have a very effective key person system in place, which enables them to meet children's individual needs. Staff are highly skilled in being able to adapt activities to suit the developmental needs of the children. For example, staff adapt their language to the children that are participating in the activity to ensure they are being stretched to the best of their ability. All staff are fully aware of the Individual Education Plans of children with a learning difficulty and/or disability, these are fed into the planning to ensure their needs are fully met. Children are able to self select resources, which enhances their independence skills. Children have daily access to resources that promote equality and diversity. Children learn about a good range of festivals and celebrations from religions from around the world. This ensures children are learning about the world around them.

Activities, play equipment, books and displayed pictorial images promote diversity; they demonstrate value to individuals and develop children's awareness of others. Children's personal, social and emotional development is given high regard and they exhibit high levels of good behaviour and are encouraged to work together cooperatively. Children enjoy a good range of resources that promote their welfare and development. Planned topics are fun and educational for all children. Children enjoy participating in creative activities which the staff ensure are exciting. For example, children are able to make their own bears from a range of different collage materials to represent the bear in the story 'We're Going on a Bear Hunt'. The staff also use the story to develop language such as over, under and through and to discuss their own teddy bears that they have at home. This allows children to build on the story using real materials and to reflect and retell what is happening in the story.

The setting engages with parents to share details required to promote the well-being of children. Children receive healthy and balanced snacks during their time at the setting. Staff ensure all food and drink complies to the children's special dietary requirements. Fresh drinking water is available to all children throughout each session. Their health is also well supported as they gain knowledge of the importance of adopting suitable personal hygiene routines.

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?	1
How well are children safeguarded?	1

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?	1
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 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.