

Shernhall Pre-School

Inspection report for early years provision

Unique reference number	153685
Inspection date	04/02/2009
Inspector	Lynn Palumbo
Setting address	136 Shernhall Street, Walthamstow, London, E17 9HU
Telephone number	020 8520 6756
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

Shernhall Pre-School opened in 1992. It is situated in the grounds of a church building and operates in the area of Walthamstow in the London Borough of Waltham Forest. The pre-school is open term time only for 38 weeks of the year. A maximum of 42 children may attend the pre-school per session. The morning sessions operate from 09:00 to 11.30, the lunch time club operates from 11:30 to 12:45. The afternoon sessions operate from Tuesday to Friday from 12:45 to 15:15.

The pre-school is registered on the Early Years Register. There are currently 64 children aged from two to five years on roll, some on part-time places. The pre-school currently supports children with learning difficulties and/or disabilities, and also supports children who speak English as an additional language.

There are 12 members of staff, two of whom hold the NVQ Level 2 and ten whom hold the NVQ Level 3 early years qualifications. The pre-school provides funded early education for three and four year olds. All children share access to a secure enclosed outdoor play area.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well developed knowledge of each child's individual needs ensures that staff promote aspects of children's welfare and learning with success. The manager self-evaluates the service and demonstrates a commitment to maintain continuous improvement. The effective relationships between parents and local schools ensure the children's individual needs are met well. Staff provide an inclusive and welcoming service to all within the local community.

What steps need to be taken to improve provision further?

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

- ensure effective strategies are used for children who find it hard to manage their own behaviour
- ensure story time captures all the children's attention to keep them engaged in the story, also develop opportunities to practise writing for various purposes.
- ensure all children are actively involved when tidying up after snacktime and other activities.

The leadership and management of the early years provision

Staff have an understanding of the Early Years Foundation Stage framework and guidance, and there are effective systems in place for documenting children's

progress and capabilities. Recruitment and vetting procedures are relevant for all staff and first aid qualifications are in place. The manager effectively deploys staff into key worker groups to ensure a high quality of care and education is provided. Staff are good role models; they are motivated to ensure the needs of each child are met. The manager and staff are evaluating their practice by identifying what they do well and the areas in which they need to develop, for example, parent consultation evenings are to be established in order to consistently support and extend their child's learning. Furthermore, actions from the previous inspection report have been met well, for example, the child protection procedure complies with the Local Safeguarding Children's Board.

Documentation is organised and there are a range of policies and procedures in place to support the practice, which are shared with parents. The child protection officer and staff have a sound knowledge of child protection issues and understand the procedure to follow to report concerns. They ensure there are no obvious safety hazards for children both within and outside of the pre-school, to keep them safe. They have in place appropriate fire detection and control equipment, for example, smoke detectors are in place and clear identified fire exits. Staff have a professional relationship with parents and carers. They inform parents and carers about the children's daily activities and are effectively encouraged to know the child's stage of development and next steps for learning. The manager is aware of the extended services available to support children with learning difficulties, disability and English as a second language.

The quality and standards of the early years provision

Children play in a well-organised and interesting environment where they can choose from accessible toys and resources to initiate activities they are interested in, for example using equipment and materials to make glitter pictures. Children are making good progress across the early learning goals because their key workers have a good understanding of children's individual and development needs. The quality of the planning for each individual child ensures that children receive some challenging and developmentally appropriate experiences across all the areas of learning. Children explore space and shape, for example, they align connecting cogs and rotate in different directions. In addition, they use interconnecting blocks to build structures. Children have opportunities to communicate language through the variety of activities they play within, which promotes their confidence, for example, they match cards to a family picture and say meaningful words. However, there are fewer opportunities for children to access writing materials to write for a purpose in areas of the setting. Although children listen and respond to familiar stories within a picture book, some become interested in other nearby toys, which mean they are not fully engaged with the learning experience. Children explore space and movement, for example, they crawl through tunnels and walk along a balancing bridge. In addition, they travel through hoops and push them along the floor, they demonstrate these skills to other children. Children are sociable, for example, they make friends with each other and wait their turn when climbing onto equipment in the gym area. They learn to care for themselves by dressing with coats, hats and gloves. Children have access to a number of resources and play materials, such as cultural displays,

books, activities and costumes that reflect diversity. Information from good quality observations, assessments and discussions with parents is used well to ensure that children are achieving well in relation to their starting points and capabilities.

Children are learning to be healthy. They are cared for in a setting where good hygiene procedures ensure the health of the child, for example, they wash their hands before they eat their snack. Children enjoy a healthy snack, such as, a slice of wholemeal bread and butter and fruit; they drink water and milk that the staff provide. Parents provide lunch for children who attend the supervised lunchtime club. Children are learning to be safe, for example, they take part in fire drills and learn about road safety. Children's are learning to manage their own behaviour; they are polite and sensibly walk within the areas of the hall. However, some children are not focused on tidying equipment away after snack time, they become restless and wander around the hall. Although staff suitably manage children's behaviour with positive methods appropriate to their level of understanding, this is not always effective with children who find it hard to manage their own behaviour.

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.