

Parklane Wykeham Childcare Ltd

Inspection report for early years provision

Unique reference number EY344972
Inspection date 17/03/2009
Inspector Caroline Preston

Setting address Wykeham Primary School, Rainsford Way, HORNCHURCH,
Essex, RM12 4BP

Telephone number 07876 263165 or 07738 506600

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).

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

Parklane Wykeham Childcare Ltd is one of two pre-schools run by Parklane Wykeham Childcare Ltd. It opened in 2008 and operates from two classrooms within Wykeham junior school. It is situated in Hornchurch, in the London Borough of Havering. A maximum of 40 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 01:00 for 38 weeks of the year. Access to the provision is through the school grounds. All children share access to a secure enclosed outdoor play area. There are currently 40 children, aged two to under five years on roll. Of these, 34 receive funding for early education. Children come from a wide catchment area. The pre-school employs twelve members of staff. Of these, all hold appropriate early years qualifications. The setting is registered on the Early Years Register and the Compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are met very well, activities support each child's stage of development and ensure each child is looked upon as an individual. The setting is very focused on ensuring they continue to improve their practice through detailed self-evaluation processes, which has led to accreditation in their practice. This therefore supports each child's learning and development. Very good links with the school strengthens the support offered to each child as they progress into school. Partnership with parents is effective and the environment is safe and secure, promoting a positive atmosphere.

What steps need to be taken to improve provision further?

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

- improve systems for involving parents in their children's learning and development
- develop and implement teaching techniques that challenge children in their thinking and learning.

The leadership and management of the early years provision

The setting is led and managed very well, which supports the care and learning that children are offered. The manager works very closely with the owner, resulting in outstanding leadership because the service offered is evaluated very well. Therefore, this impacts on the experiences children receive. Each child has individual needs met, therefore the childcare practice is inclusive to all children who attend. All required records are maintained, including each child's observations and assessments. Staff are deployed well within the two classrooms and resources meet the ages and stages of the children who attend. Effective and

regular risk assessments ensure the safety and well-being of the children; the environment is safe and secure and play resources and furniture are well maintained. A clear understanding by staff of safeguarding procedures supports children's welfare. Partnership with parents is effective, two-way flow of information ensures all relevant information is gathered by staff and parents to ensure their child's day is fulfilling. However, there are missed opportunities to strengthen the links with parents and their understanding with regards to children's progress and achievements according to the early learning goals. The setting has very good links with the school adjoined to them, therefore children progressing to the local school have their individual needs met.

The quality and standards of the early years provision

Children have many good opportunities to learn and develop because they have access to a varied range of activities. Children show confidence as they move between two classrooms and the outdoor play area, which is set up with many different play resources. Therefore, children can play at their own pace, make choices and develop independence. Staff are knowledgeable of the curriculum and make regular observations and plan for children's future steps. This supports children's individual needs and learning patterns, however staff do not fully use questioning to extend and challenge children's thinking and learning. Children are confident, they are interested in their play and are motivated to learn. They skilfully stick tissue paper to pictures they have designed and created for Mothers Day, therefore developing creative skills. They develop physical skills as they move around the garden with ease, riding bikes. They play in large groups in the hall and move with control and confidence. Children learn about growing things as they plant tomato seeds, grow cress and sunflowers in the garden, examining them after they've grown, therefore learning about the growing process. Children learn mathematical language, as they use weighing scales and add and subtract small plastic caterpillars. They are confident in their speech as they listen and talk to each other during office role play, they use programmable toys and are confident using the keyboard. They dress up and role play adults going shopping, they feel the texture of paint, soil and sand, they enjoy gluing and sticking different textured materials. They are confident building and creating different shapes with large Lego. Children enjoy listening to stories, mark making and drawing. Children learn about the wider world through celebration of festivals and play resources. They celebrate St. Patrick's day by coming to pre-school in green clothing, therefore learning about some of their friend's cultural backgrounds. They also take part in topics 'all about me', therefore reinforcing their backgrounds and identities. Children behave well, take turns and learn the pre-school rules through discussion with staff. They learn about healthy eating by eating plenty of nutritious snacks, they learn about hygiene by washing their hands and helping to tidy away resources. Children learn about safety through listening to staff from the road traffic club, they discuss road safety and use resources to support this such as leaflets to colour in.

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.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	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

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.