

# Lakeswood Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY381777
<b>Inspection date</b>	05/01/2009
<b>Inspector</b>	Susan Linda Capon

<b>Setting address</b>	Petts Wood Methodist Church, Lakeswood Road, Petts Wood, ORPINGTON, Kent, BR5 1BJ
<b>Telephone number</b>	07772026064
<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

Lakeswood pre-school was re-registered to a new private owner in 2008. The pre-school operates from a large hall with associated toilets and kitchen on the Methodist Church premises situated in Petts Wood, in the London Borough of Bromley. There is a suitable outdoor play area.

The pre-school opens from Monday to Friday between 0915 and 1215 during term time only. Children attend from the local community and surrounding areas.

The group is registered to care for a maximum of 26 children between two to under five years at any one time. There are currently 22 children on roll. The pre-school provides support for children with learning difficulties and/or disabilities.

Three staff, including the leader, care for the children on a day to day basis. All staff have a recognised childcare qualification equivalent to NVQ3 or NVQ4. A Special Needs support worker attends the group twice a week to work with individual children.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is a member of the Pre-school Learning Alliance and receives support from the local Early Years team and area Special Educational Needs Coordinator (SENCO).

## Overall effectiveness of the early years provision

The staff team provide an extremely inviting, colourful, vivid environment with an extensive range of toys, activities and equipment readily available to the children each session. The provider and her staff are dedicated, caring and considerate, ensuring each child's individual needs are fully incorporated into day to day planning, enabling every child to develop and progress appropriately throughout their time at the group. Inclusive practice is fully promoted throughout the pre-school and children with learning difficulties and disabilities are very well supported at all times. The extensive use of risk assessments ensures the premises, toys, equipment and activities are clean, safe and suitable for all the children attending. The pre-school provider and staff team evaluate their provision fully, ensuring they continue to make improvements to the setting, promoting high quality care for all the children. They have recently started the 'I Can' accreditation scheme to enable them to continue to develop their overall practice.

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

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

- continue to develop the ongoing plans for improving the garden area of the pre-school, enabling children to enjoy free-flow play indoors and outdoors

on a regular basis.

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

The new provider and her staff team have worked extremely hard to ensure they are meeting the Early Years Foundation Stage at all times. They have reviewed and updated the group's policies and procedures, ensuring they reflect changes in legislation, implementing these at all times. Staff have a clear understanding of the importance of keeping children safe and secure, providing a consistent approach for the children. Rigorous employment checks ensure all staff and support workers are suitable to work with the children. Children are never left unsupervised with any un-vetted persons.

The staff team evaluates their practice well, identifying areas for improvement and those they do well on a regular basis. Regular checks on the progress of identified improvements ensures things move forward all the time. For example, the group now has the 'Surprise Box' they had wished to own. They continue to plan for the development of the outdoor play space. Ongoing risk assessments for the premises and outings ensure the children's safety is maintained at all times. Inclusion is fully promoted by the staff team with some children attending, receiving excellent one to one care, during sessions. Staff liaise fully with the child's parents and other professionals involved in their care, ensuring continuity of care providing children with the opportunity to reach their full potential. Children's parents are particularly happy with the support their child has received and the progress attained in a very short period of time. Makaton signs throughout the pre-school also support all children well, ensuring everyone can be fully involved each session.

The provider and staff have developed excellent relationships with all parents and families using the provision. Parents find the staff warm, welcoming, friendly and approachable, making them and their children feel welcome and part of the group. Parental involvement is fully promoted, with some parents typing the group newsletters and others being part of the new venture to offer a parent and toddler session each week. The latter will enable younger children to become familiar with the group premises prior to attending on a daily basis. All policies and procedures are readily available to all parents, ensuring they are fully conversant with the ethos and day to day operational practices of the pre-school.

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

The staff team work hard each day, setting out an interesting, stimulating range of activities, toys and equipment to support the children's individual learning and development. Colourful carpets, bright toys and a wide variety of posters make the premises warm and welcoming to everyone. The children enthusiastically entered the pre-school after the Christmas break, eager to play with the activities available. Several commented on how much they had missed the group, staff and their friends, during this time.

The children's welfare and safety is paramount to the staff team. The group

currently provides a high adult to child ratio, enabling them to supervise the children fully at all times. Staff monitor the arrival and departure times closely, ensuring children are unable to leave the premises unnoticed.

Staff fully promote the children's learning and understanding of the importance of keeping themselves healthy. The snack bar is a big hit with all the children as they enjoy fresh fruit and salad items on a regular basis. Adding their own toppings to the toast, pouring their own drinks and tidying their plates away promotes good self-help skills for every child. Staff are fully aware of individual dietary needs and children enjoy discussing the vegetarian option of a nut roast for Christmas dinner, which some children enjoyed. Children are learning how their body works and know they need an extra jumper when they feel cold.

The staff team are fully conversant with the Early Years Foundation Stage curriculum, effectively incorporating this into their day to day activities. Daily evaluation of the activities offered enables staff to identify things the children enjoyed and consider changes which might be required in the future. Planning follows a topic which allows flexibility for children's own ideas to be incorporated as required. The programme of activities promotes children's independence as they make their own selection while offering some adult-led activities as a balance. Staff ensure all areas of the curriculum are given equal weight, promoting all round development for the children. Staff observe all the children regularly. New children settle quickly and soon become confident in the setting as staff build on parental information and regular observations, during the initial settling-in period. The detailed observations cover all areas of development and identify next steps for progression in line with the early learning goals. Lovely profile folders, incorporating individual development, progress, photographs and children's work make interesting reading for each parent.

Each child is making very good progress towards the early learning goals. Staff are careful to ensure activities are offered at a level to suit every child attending. For example, separate story time groups enable younger children and older children to have a meaningful experience at their personal level of development.

The children enjoy regular opportunities to play indoors, outdoors and participate in local outings. For example, children enjoy walking to the local supermarket to purchase the items required for snack time. They enthusiastically use the children's gym equipment, taking it in turns to pedal the bike, use the treadmill and cross-trainer. Innovative games and story telling, while using the parachute, maintain every child's attention as they play as a whole group. Children particularly enjoy freely accessing the art and craft trolley to make their own pictures or models whenever they want. All the children enjoyed learning about the snow which fell and playing with it in the water tray. Staff developed the children's awareness of safety as they discussed how children must take care when throwing snowballs, particularly when the snow turns to ice. Children enjoy story time, eagerly predicting what will happen next in the story 'The Pig in the Pond'. Musical activities are a particular favourite as children develop their own style, playing the instruments or moving to the different musical sounds. Opportunities to develop writing skills are fully available throughout the session. For example, children wrote down messages from the telephone calls they received in the 'travel agent office'.

The children are developing a good understanding of phonics and counting through the innovative activities provided by the staff team. All the children are developing a good understanding of their local community through visitors attending the group. For example, fire fighters and the dentist. Children behave well as staff use a consistent approach when reminding children of the rules and reasons behind them. For example, children are reminded to sit on their chair to prevent them falling and bumping their chin on the table.

## 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**

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.