

Growing Pains

Inspection report for early years provision

Unique reference number EY385341
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Inspector Amanda Gill

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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

Growing Pains Preschool was registered in September 2008 and operates from a hall situated in the grounds of La Salette RC Primary School, which is within the residential area of Rainham, within the London borough of Havering. Children have access to appropriate toilet facilities and can play in a secure garden area under supervision.

The preschool is open from 09.20 to 12.20 and 12.30 to 15.00 term time only. Children attend for a variety of sessions. The provision is registered to care for 26 children in the early years age group. There are currently 36 children on roll. The provision is registered to care for children on the Early Years Register.

There are eight permanent members of staff, all of whom hold relevant childcare qualifications. The setting regularly supports volunteers and students. The setting receives support from the area Special Educational Needs Co-ordinator (SENCO) via the local Early Years Development and Childcare Partnership (EYDCP).

Overall effectiveness of the early years provision

Children's individual needs are well met as staff are proactive in ensuring they have a good knowledge of the individual needs of the children in their care. All children engage in activities and have equal access to the wide range of play activities, equipment and resources. Staff maintain relationships with a wide range of agencies to support every child and help nurture their personalities, skills and abilities. Policies and procedures are embedded in practice to effectively promote children's welfare and learning. The manager has made some use of self-evaluation and is aware of the strengths and areas for improvement within the setting and discussed these during inspection feedback. She is constantly working with the staff to strive to improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- further develop the self-evaluation process to help identify ways to improve the outcomes for all children
- improve systems to identify children's individual learning needs on entry to the setting to assess the starting points of all children

The leadership and management of the early years provision

Children benefit because there is a common sense of purpose between the manager and staff who work well together as a team. Communication is highly effective across the preschool as staff share informal discussions, meet weekly to plan activities and engage in full team meetings on a regular basis. Strong,

informal relationships with parents are established, which helps children to settle and gain in confidence.

Children are safeguarded very well, as all staff have a good understanding of child protection and how to protect children from harm and neglect. Comprehensive risk assessments of the building are carried out regularly to ensure the setting and the environment are 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.

Appropriate fire exits and fire equipment has been installed and is checked frequently. Children and staff have a good understanding of the procedures to follow in the event of a fire because fire drills are carried out weekly and these are recorded and evaluated appropriately. All required accident and medical records are in place. Sickness procedures promote children's health, by ensuring children who are sick are kept at home until they are better. The setting's hygiene routines are very good, staff wear appropriate aprons and gloves when preparing food or changing nappies and children are encouraged to learn about their own personal hygiene. Children behave well, and know right from wrong and they learn about healthy eating as there are nutritional snacks everyday. Children have access to a very good range of play resources and child-sized furniture that is appropriate to their care and learning.

Parents receive regular updates about the setting and the provider organises parents' meetings where the staff talk to the parents about the curriculum and the 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 used effectively to promote the welfare of the children and practice reflects this. Although the manager does not have self-evaluation systems in place, she is beginning to look at processes with her staff at team meetings and during discussion was able to identify the key strengths and areas for development in the setting.

The quality and standards of the early years provision

Children are making good progress within the Early Years Foundation Stage. 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. Children are very happy and settled at the preschool. They are confident and independent learners who benefit enormously from the daily routine and organisation of space, inside and out. They

independently access resources and make choices in a stimulating, well equipped and resourced learning environment.

Interaction between staff and children is really good across the preschool. Although, the setting does not currently have a system in place for gathering information to help them assess each child's individual starting points, staff know children well and play alongside them supporting their learning. Staff recognise the learning potential from activities they provide and use these to develop their short and long term plans. Weekly plans effectively cover all areas of learning and these are reflected in the activities provided. Planning is individualised, tailored to match each child's individual abilities and interests. The staff complete detailed observational assessments on all children and this enables staff to promote children's next steps for learning. 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.

There is a strong emphasis on ensuring that practice is inclusive for all families. Parents are made to feel very welcome and are invited to meet with the manager and staff before they begin to attend the setting which provides them with a valuable opportunity for their wishes and preferences to be agreed.

Particular strengths within the group include children's awareness and understanding of safety issues and staff management of children's behaviour. Children discuss group rules showing a good understanding of right and wrong and talk about the importance of keeping hands and feet to themselves when playing and why it is not safe to run inside. They value themselves and their peers, recognising the differences and similarities between themselves, the way in which they communicate, their families, homes and cultures. Diversity is reflected throughout the setting and children's individuality is truly appreciated and celebrated. This helps to foster good relationships between children enabling them to solve conflicts and work well together.

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 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.