

Magdalene Pre-School Playgroup

Inspection report for early years provision

Unique reference number	124999
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Inspector	Rebecca Elizabeth Khabbazi
Setting address	St Mary Magdalene Church, Canning Road, Croydon, Surrey, CR0 6QD
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Magdalene Pre-school was registered in 1992. The setting operates from a church hall in Croydon in Surrey, and is run by a committee on behalf of the Parochial Church Council for St Mary Magdalene with St Martin. The group has access to a fully enclosed outdoor area.

The setting is registered on the Early Years Register to care for 40 children aged from two years old until the end of the early years age range. There are currently 60 children on roll, who attend for a variety of sessions. The pre-school supports children with special educational needs and those who speak English as an additional language. The setting is open from 9:30am to 12:00pm from Monday to Friday during term time only, with additional afternoon sessions on Monday, Thursday and Friday from 12:30pm until 3:00pm.

There are six members of staff who work with the children, five of whom have relevant childcare qualifications. The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the inclusive, very well organised environment. Strong partnerships with parents ensure that all children's needs are met and they make good progress in their learning, given their age, ability and starting points. Regular self-evaluation by the whole staff team ensures that any priorities for future development are promptly identified and acted upon. This means that the service is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- ensure children's individual next steps are regularly monitored and reviewed, in order to effectively track progress towards the early learning goals
- obtain more information from parents about children's starting points and achievements prior to starting at the setting, and increase their involvement in agreeing and reviewing their child's individual next steps

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that staff are appropriately vetted and suitable to work with children. Staff

have a good understanding of their responsibilities in relation to child protection and are familiar with the procedures to follow if they have concerns about a child. All staff attend relevant safeguarding training. Effective risk assessment procedures ensure that the environment is safe and suitable for children, and assessments are promptly reviewed when changes occur, such as when an alternative heating system is in use. All required documentation that promotes children's health, safety and well-being is in place. Excellent use is made of resources at the setting. Staff work very well together as a team and are deployed very effectively to ensure children benefit from a high level of support. Space and equipment is extremely well organised to create a welcoming, stimulating learning environment where children can access learning resources independently in both the hall and the garden.

The manager and staff team make good use of feedback from parents and children to monitor and evaluate the provision and identify priorities for future improvement. Actions taken are well targeted to improve outcomes for children, for instance, ongoing improvements to the learning environment and children's access to resources, which has significantly increased children's independence and autonomy at the setting. Staff work closely with parents to ensure they have a good understanding of children's background and needs. They use effective strategies to ensure all groups of children achieve well and provide appropriate support where required, so that equality and diversity is promoted. Parents receive comprehensive information about the setting through the notice boards, regular newsletters and verbal discussions when children arrive and leave, and are very happy with this day to day communication. However, they are not currently actively involved in agreeing and reviewing their child's individual next steps to ensure that information from home is fully included in this process. The setting works effectively in partnership with external agencies and other providers as appropriate, to ensure children receive the support they need and benefit from continuity in learning and care.

The quality and standards of the early years provision and outcomes for children

Children show a very strong sense of belonging and security at the setting. They are confident, settle well and develop excellent relationships with staff and each other. They are familiar with daily routines and expectations and take responsibility within the setting, for instance when they help tidy up, look after their own belongings, or remind their friend about the rules. Children show an awareness of dangers and how to keep themselves safe, such as making sure that they don't go too near the new heaters. They show a very good understanding of the importance of following good hygiene routines, carefully washing their hands at the sink before their snack. They have excellent hands-on opportunities to learn about healthy eating when they help plant, care for, prepare and eat fresh fruit, vegetables and herbs from the pre-school vegetable patch. Extremely good use is made of the outdoor area to encourage children to adopt healthy lifestyles. Children play outside every day in all weathers, and have fun choosing Wellington boots and an umbrella so they can enjoy a play session in the rain.

Children benefit from a well-balanced routine with good opportunities for uninterrupted independent play. They work extremely well both independently and in cooperation with their friends. They show high levels of autonomy as they select their own resources and play materials and put them away when they have finished, and they are interested and motivated to learn. Children take part in a wide variety of indoor and outdoor activities and experiences that support their development across all areas of learning. Staff make regular observations of their achievements and identify next steps for their learning. However, next steps are not always reviewed and followed up on a regular basis and information about children's starting points is not always clear. This affects how well activities build on children's existing knowledge and skills, and how effectively children's progress towards the early learning goals is monitored.

Children are keen to communicate and they confidently share their news and ideas. They enjoy story time and staff make very good use of props and active learning experiences to capture children's interest and imagination, ensuring that all children are supported to take part in these sessions. Children develop skills for the future as they make marks while they play, independently making their own book and carefully fastening the pages together with an elastic band. They solve simple problems as they count how many children are present at circle time or join in with number songs, working out how many speckled frogs are left when one jumps into the pool. They investigate the world around them when they run as fast as they can holding a piece of string behind them, and discover that the wind lifts it into the air. Children use their imaginations as they make hats for an end of term party, having fun creating glittery patterns and practising their physical skills as they cut out shapes to stick on. Staff make the most of diversity to help children understand the world they live in, and children benefit from experiences and resources that help them learn to value different cultures and beliefs. Children are well occupied and stimulated throughout the session and thoroughly enjoy their time at the setting.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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