

The Pre-School Club

Inspection report for early years provision

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Inspector

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Setting address

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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

The Pre-School Club is privately owned. It opened in 2008 and operates from a hall within the grounds of St Elisabeth's Church. It is situated in Dagenham, in the London borough of Barking and Dagenham. The setting is registered on the Early Years Childcare Register. A maximum of 25 children may attend the playgroup at any one time. There are currently 39 children aged two to under five years on roll.

The setting is open each weekday from 09:15 to 12:30 term time only. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The pre-school supports a number of children who speak English as an additional language. The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications.

The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy within the pre-school and make sound progress in their learning and development. Systems are in place that ensure children play safely and securely. The uniqueness of each child is valued and current procedures for providing play opportunities and experiences take account of children's backgrounds, religion, culture and gender. However, opportunities for children to learn about disability is limited, as a result equality and inclusion across all aspects of the setting are not always effectively promoted. Staff have recently evaluated the provision and identified key strengths and areas for improvement. The pre-school demonstrates a positive approach to implementing improvements within the provision which is evidenced within their ability to tackle actions raised at their previous inspection. The provision values working in partnership with parents and other professionals to meet children's individual needs.

What steps need to be taken to improve provision further?

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

- undertake systematic assessments of each child's achievements to track children's progress towards the early learning goals and to fully plan for the next stages in their development
- create an environment rich in print where children can learn about letters and words which in turn will support their early writing skills
- consider methods of storage to further promote children's independence and provide children with the ability to make greater choices in their play
- improve equality of opportunity for all children by providing relevant activities to promote disability.

The effectiveness of leadership and management of the early years provision

Detailed policies and procedures are in place and used to inform practice and safeguard the welfare of the children who attend. The effective recruitment and vetting of staff ensures that children are well cared for by qualified and suitable adults. This combined with an induction programme, regular staff meetings and an appraisal system ensures that staff are aware of their roles and responsibilities and are able to implement these consistently. Accurate attendance records and the recording of accidents and medication further ensures the protection of children.

The pre-school team has worked steadily to implement improvements within the provision. For example, since their last inspection staff have attended training within the Early Years Foundation Stage framework. They have worked hard to improve their planning systems to improve outcomes for children. Planning gives due emphasis to all areas of learning and now takes into account the different stages and abilities of the children. The manager competently deploys her staff team which enables all children to receive individual support and attention. Children benefit from a range of resources and experiences both inside and outside. The provision promotes free flow play, therefore children have access to the garden area throughout the session. The manager and staff make adequate use of the premises despite the challenges of working in a shared busy church hall. They provide children with sound choices in their play. However, children's free choice is limited due to the lack of child-height storage.

Staff have established satisfactory links with parents and carers, collecting and sharing relevant information. Parents liaise with staff, to share interests and 'All about me' information. They receive regular newsletters, have access to policies and procedures and time to meet with their child's key worker to discuss their child's progress. Discussions with parents and carers confirm that they are happy with the care and attention their child receives. Parents and carers comments include; 'the staff work well together, the staff are kind and approachable, my child enjoys coming to pre-school, my child has lots of opportunities to mix with other children'. Children on the whole learn about each others differences and cultures which are promoted positively through topics and activities within the pre-school. Parents are fully involved in these experiences as they join in. For example, in planning and participation of international days. However, disability is not yet fully promoted through topics and activities with the children, which does not fully promote inclusion.

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

Children are content in the main and settle in quickly. Staff have a caring approach and establish warm and positive relationships with the children. They engage children's interest by playing closely with them and support their learning through encouragement, praise and role modelling. Staff use their knowledge and understanding of the Early Years Foundation Stage framework to plan worthwhile

activities, which appeal to children's interests. Staff regularly record their observations of children's individual learning, although, systematic assessment is not yet fully developed to track children's progress towards the early learning goals to help staff plan and support children in reaching their full potential.

Children willingly take part in most activities and play alongside one another well. Playing closely with staff helps children to gain confidence and try new experiences, such as creating marks and getting messy with shaving foam and using glue and paints in creative play. Staff introduce new words into their activities. For example, at snack time the staff member offers the children a 'crunchy carrot'. Mark making materials are readily accessible to enable children to practise their early writing skills. However, children's access to a positive range of reading materials is limited, there is a cosy book corner available but only around seven books for the children to look at. In addition, there are few visual aids within the environment preventing children from learning the concept that print carries meaning. Children are beginning to remember familiar rhymes and eagerly join in with actions. They concentrate well as they independently complete jigsaw puzzles and sort natural objects, such as, pebbles, fir cones and wooden rings into their baskets. Children are being introduced to number and shapes as they learn to construct and develop their classification skills by taking part in sorting and matching activities.

Children develop their curiosity about nature and living things when they take nature walks collecting leaves and look for insects. Toys to support technology, such as, telephones, cameras and cd players are used well by children. Good emphasis is placed on maintaining a healthy lifestyle. Children benefit from regular exercise as they engage in a wide variety of physical activities. They actively participate in music and movement sessions. Outdoors, they competently ride tricycles and play with a variety of resources, such as balls and hoops, to further develop catching, rolling and throwing skills. Children engage in imaginative role play and pretend to be mums and dads cooking dinner for their babies.

Children adopt satisfactory personal hygiene routines as they know to wash their hands before snack time and after using the toilet. Healthy foods are provided at snack time and children eagerly tuck into a selection of fresh fruits and vegetables. Fresh drinking water is readily available helping to keep children hydrated. Children are developing an understanding of how to keep themselves safe. They follow rules, such as, not running indoors. Children practise regular emergency evacuations which helps them to become more familiar with the procedure. Overall, children are developing many important learning and development skills which help to set some secure foundations for their future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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