

Wellington Community Pre-School

Inspection report for early years provision

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Inspector Martyn Richards

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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*.

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.

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Description of the setting

Wellington Community Pre-School opened in 1993. It operates from the community room in a purpose built building within Ridgeway Park Children's Centre in Chingford within the London Borough of Waltham Forest. The centre provides a range of services for parents, children, families and the local community. The pre-school has close links with an adjacent nursery to which many of its children transfer. Children share access to a secure enclosed outdoor play area. The pre-school has its own entrance. It is run by an independent management committee and receives funding for nursery education. It operates mornings only from 09.15 until 11.45 on Mondays and Tuesdays, and from 09.15 to 12.45 on Wednesdays, Thursdays and Fridays. The pre-school can cater for up to 35 children aged from two to the end of the early years age group at any one time. At present there are 41 children on roll. The pre-school supports children with special educational needs and/or disabilities, and those learning English as an additional language. It employs seven members of staff, all of whom hold appropriate early years qualifications. It receives early years advisory support from the local authority, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a well-organised and friendly pre-school, highly valued by parents and providing varied and enjoyable learning opportunities for the children. It welcomes all children whatever their individual needs, and adapts its programmes so they are all fully included. As a result, children make good progress from their different starting points. The staff are well led and highly committed to their work, readily approachable for parents and keen to make the pre-school even better. Their record of making improvements over time demonstrates their good capacity for continued improvement in the future.

What steps need to be taken to improve provision further?

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

- make arrangements for self-evaluation more rigorous to ensure a good pace of continued improvement
- clarify the duties attached to the role of key person to further enhance the pre-school's awareness of each child's individual needs
- plan activities which link the use of indoor and outdoor learning areas to make learning more continuous for the children

The effectiveness of leadership and management of the early years provision

Staff rightly attach particular importance to ensuring that the preschool is a safe and secure environment for the children. Adults wishing to work there are carefully checked for suitability. The rooms and the outdoor area used are safe from intrusion, and from the risk that children might leave unobserved. There are clear arrangements for circumstances in which an unknown adult might ask to collect a child, or a child might not be collected at the right time. All staff are well trained in child protection. They complete regular risk assessments, hold fire drills frequently and keep good records of minor accidents.

The well-managed staff team work smoothly together, sharing tasks and responsibilities. Staff approach their work with enthusiasm and drive, always looking for ways of making the good provision even better. They have implemented the recommendations of their last inspection very thoroughly, and regularly undertake additional training to enhance their skills. They look ahead, and make sound plans for further improvements, for example, in extending their partnerships with parents. In particular, they have successfully implemented new statutory requirements for the learning and development of children in the early years age group. The promotion of equality and diversity is central to the setting's work. As a result all children, including those with special educational needs and/or disabilities and those learning English as an additional language, benefit from a lively programme of activities which staff adjust well to meet their individual needs. All staff act as key persons for a small group of children, which is welcomed by parents; however, the duties attached to the role have not been fully clarified yet. The manager has begun to develop a more rigorous self-evaluation process, because she is aware that the present approach does not ensure that key issues are always identified, and that improvement moves forward at the best pace.

Relations with parents are good and the pre-school is held in high regard by them. A typical parent comment was: 'It took her some time to settle in, but now she loves coming and she's grown up so much'. Parents are well informed about the operation of the pre-school and feel comfortable to approach any of the staff if they have concerns.

The commitment and teamwork of staff, and their record of securing improvement in the past indicate their good capacity to continue improving the pre-school in the future.

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

Children really enjoy taking part in the good range of activities the pre-school provides and some become completely absorbed in their play. Staff noted one child getting up and dancing spontaneously to the background music of a computer programme she was using. Some activities are initiated by the staff – such as cooking, icing cakes, thinking about Eid ul-Fitr and looking at a new computer

programme. Other play activities are available for children to select, and they particularly like playing outdoors on large apparatus, and painting pictures. As they make choices, they grow in confidence and independence.

The outdoor area is some distance from the main activity room. This makes it difficult to plan a smooth flow of thematic activity from one to the other and learning can become disjointed.

Staff make sure all important areas of early learning are addressed, and they keep good records of how each child is progressing in each area. These show individuals' good achievements in areas such as speaking and listening, creative, and physical activities, as well as personal and social skills which will place them in good stead in the future. The individual achievement record books are shared with parents, and they are invited to add entries from their child's life at home. With photographs, written notes of significant achievements and the child's drawings, the books paint a celebratory picture of the child's progress over time.

The children feel safe and secure in the pre-school. They are confident that if they have any problems staff will resolve them. They behave very well. They settle quickly and calmly when they arrive, move around the room sensibly and sit quietly for staff-led activities on the carpet in the book area. They learn to await their turn and to share equipment. They know they must wash their hands before eating morning snacks and many do not need reminding. They enjoy the fresh fruit and drink the pre-school provides. The children's pleasant and easy manner helps set the peaceful and friendly tone of the pre-school.

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	2
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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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