

ABC Pre-School

Inspection report for early years provision

Unique reference number	509798
Inspection date	19/10/2009
Inspector	Shaheen Belai
Setting address	St. Peter's Church, Goresbrook Road, DAGENHAM, ESSEX, RM9 6UU
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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

ABC Pre-School registered in 1993. It operates from within church premises within the St Peter's Church in Dagenham, within the London borough of Barking and Dagenham. ABC Pre-School is open five days a week during school term time. Sessions operate from 9.15am to 11.45am and 12.15pm to 2.45pm. The pre-school operates from the main hall and has access to toilets and kitchen facilities. An outside play area is accessible for use from the hall area.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school, at any one time. There are currently a total of 60 children on roll aged from two years to four years, all of which attend on a part-time basis. The pre-school currently supports a number of children with special educational needs and children who speak English as an additional language.

There are six members of staff, all of whom hold early years qualifications to National Vocational Qualifications (NVQ), levels 2 or 3. The manager holds two NVQ level 4 qualifications.

The setting provides funded early education for three and four-year-olds. The setting receives support from the advisory teacher from the local authority and from the Pre-school Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, feel safe and are well occupied. They are making good progress in their learning and development because staff have secure knowledge of the Early Years Foundation Stage (EYFS) Curriculum. Children have a sense of belonging as their individual needs are known and catered for. Good communication with parents promotes continuity of care and ensures all individual needs are met. Children show good levels of independence in a child-friendly setting as they participate in a wide range of interesting and age appropriate activities. Self-evaluation by the manager and staff identifies strengths and areas for improvement and there is a clear commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- organise snack times to promote and extend on children's self-help skills and independence
- organise additional existing resources to allow children to have more free access to make independent choices and extend on their ideas and interests

The effectiveness of leadership and management of the early years provision

Recruitment and vetting procedures are robust and ensure that only suitable adults are caring for the children. Induction procedures for all newly appointed staff and students on placement are adhered to and monitored. Staff effectively use a visitor record book and a password system with parents to ensure children are only collected by an authorised adult. All staff attend child protection training and are fully aware of procedures to follow if they have concerns about a child. Daily and detailed periodic risk assessments of the areas used by children and resources are undertaken by designated staff. This means potential risks are quickly identified and addressed. Emergency evacuation procedures are clear and practised with children regularly, these are documented for risk assessment purposes. A new system of recording accidents and medication given ensures confidentiality. Three staff are trained in current first aid and this contributes to children's well-being.

Staff ensure all records, policies and procedures are fully up to date and accessible to parents. Parents receive a handbook that details all policies and procedures. Newsletters, parent sessions and diaries for children collected by a carer other than a parent, ensures effective communication at all times. Parents speak highly and positively of the care and learning opportunities their children received. Staff liaise closely with external agencies and parents to ensure children with special educational needs receive good support. Regular contact with the local school supports children during their transition period when they move onto primary school, and ensures individual information on their learning is passed on.

The space is used well both indoors and outdoors as a free-flowing area, this is suitably equipped and organised to ensure children access a range of play resources. Although limitations are in place on the amount of visual display and accessible storage due to the premises being used out of setting operating times, it is bright and child-friendly. Staff have a good awareness of how children learn and develop. The systems developed and used for observation and assessment allow for the next steps of learning to be identified and accommodated in the planning of daily activities. The daily routine is organised to ensure that children spend their time purposefully and staff encourage children during sessions to share their ideas and wishes, although the organisation of accessibility to additional resources limits children making independent choices to extend their interests or initiate new play ideas.

The manager has completed the self-evaluation process and addressed the recommendations from the last inspection well. The manager and staff welcome feedback from the local authority advisory teacher, allowing them to identify their strengths and weaknesses. Staff meet regularly to reflect on the service provided to children and parents. In addition they attend regular training, hold regular team meetings and review policies and procedures periodically as a team. There are designated staff for specific roles, such as for child protection and special educational needs. Overall, the manager is committed to improving the quality of care provided to children.

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

Children make good progress as they access a good and varied range of play resources and experiences. Staff organise the indoors and outdoor play areas well to ensure children have ample opportunity for regular fresh air and opportunities to develop their physical skills. The key worker system works well and staff know the needs of their children well as well as being knowledgeable of others. The effective settling-in period allows for key workers to discuss with parents the children's starting points which allows for initial planning. Observations and assessments carried out by identified key workers ensure that play activities provided are reflective for the individual needs of their key children. From the knowledge obtained from the monitoring systems, staff skilfully identify the next steps. Staff demonstrate an awareness of the learning outcomes from each activity and promote this well through the support they provide to children. Children's records, the provision of play and the planning reflects all six areas of learning very well. Activities are adapted and organised to ensure children with special educational needs are able to access equally and be given the appropriate level of adult attention. Children's opinions on play activities are sought, such as seeking what additional play materials they wish to have set up. Children are allowed to take books and resources home if they have a particular interests. Inclusion is fully supported and individual needs are fully supported. For example, the use of Makaton signing is used to ensure children who have limited speech, are less confident vocally or have English as an additional language is used alongside spoken English by staff. Children are beginning to use this form of communication well, as this is also used for story time and song time. The celebration of community festivals and access to a developing range of resources to address diversity, promote children to develop positive identities and learn about the wider community.

Children relate well to each other and staff. They are beginning to make trusting and close relationships. They behave very well and this is due to staff using positive methods for managing any issues of unacceptable behaviour, such as taking turns. Staff present themselves as good role models, as they talk politely to children and use praise to support children's understanding of the expectation of good behaviour. Children learn to keep themselves safe as staff explain dangers to them. For example, how to steer scooters safely around other children and children seek staff assistance when wishing to visit the toilets. Children benefit from healthy and nutritious snacks which they choose with adult support, although staff do not promote children's independence skills by allowing them to serve themselves or feed themselves appropriately by having access to cutlery. Good personal hygiene is promoted at all times throughout the pre-school. The organisation of accessible tissues for cleaning dirty noses and the use of a low mobile hand washing unit in the main play area, promotes independence and a sense of keeping healthy for children.

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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