

# Father Larkin Pre-School

Inspection report for early years provision

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**Unique reference number**

EY397658

**Inspection date**

03/03/2010

**Inspector**

Elizabeth Anne Coffey

**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*.

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**

Father Larkin Pre-School is a committee run group which was registered in 2009 at the current premises. The group previously operated for a number of years at another premises in the Crystal Palace area. The setting runs in a church hall in Sydenham, in the London Borough of Lewisham and is attached to St. Philip the Apostle Church. The premises is situated in a residential area and is accessible to local transport services.

The group have use of the main hall, kitchen and toilet facilities. There is an enclosed outdoor play area for children to have outdoor play opportunities. The setting is registered on the Early Years register and compulsory part of the Childcare Register to provide care for 24 children aged from two to five years, of whom eight can be under three years. There are currently 20 children on roll who attend for a variety of part-time placements.

The group is open weekdays 9:30 am until 1:00 pm, term times only. The setting serves the local community. Six staff, including the manager, are employed to work with the children. All staff are qualified with an early years level two or three qualification and three staff hold current first aid certificates.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting promotes all aspects of children's welfare and development successfully. Staff achieve successful partnership with parents and others to ensure they maintain a two way flow of information relating to children's needs and wellbeing. This enables them to support children effectively. The staff team regularly reflect on the service they provide and set achievable aims for ongoing improvement.

## **What steps need to be taken to improve provision further?**

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

- continue to develop systems of self-evaluation to help identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- further develop links with schools and other agencies to ensure the learning and welfare needs of all children are met

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is effectively safeguarded. There are robust recruitment procedures in place to ensure that children are cared for by vetted staff. Staff

attend ongoing safeguarding training to ensure they know the action to take if they are worried about a child. The manager enthusiastically leads an established team, who are well deployed and work well together. Clear roles and responsibilities, including an effective key person system, help children to settle and feel secure.

The setting provides a service that is inclusive for all children and their families and they promote equality and partnership with parents. Parents receive very good information about the setting through written policies and procedures, daily verbal feedback and the notice board. Their views are also additionally sought through the use of questionnaires. Parents are kept up to date with their child's progress, and have opportunities to contribute their views through one to one meetings with their children's key person. Some progress has been made in building good working relationships with local schools and other services since the preschool moved to their new premises and this is an aspect of the service that staff are keen to further develop.

All staff participate in the self-evaluation of the setting and this helps to foster a sense of ownership and shared responsibility, helping the team to identify clear goals for future improvements. Further development of the self-evaluation system is planned to help ensure continuous improvement.

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

Children learn to keep themselves safe, because they understand the boundaries in place, for example, not running in the setting and taking turns with popular resources. Children adopt independent personal hygiene routines when they wash their hands before they eat and after using the toilet. This helps protect them from the risk of cross-contamination. Children enjoy chatting to the staff and other children as they eat the packed lunch that they bring from home. Staff talk about healthy choices and ensure that children have drinking water available throughout the session.

The focus on children's personal, social, and emotional development is a particular strength of the setting. Children demonstrate very good relationships with each other and staff at the setting. Staff know the children very well and they plan a variety of experiences that build on their existing knowledge, skills and interests. There is a good sense of fun and children are happy, engaged and demonstrate good communication skills. Circle time is popular and the children are eager to sit and listen to stories or join in songs and action rhymes. Children are able to self-select resources as they are stored at their level. The environment is welcoming and inviting with a wide selection of posters, children's work and displays.

Children relish playing outdoors and very good use is made of the enclosed outdoor area to extend children's learning and development. They cycle, play ball, and are keen to join in favourite group games such as 'What's the time Mr Wolf?'. They squeal and laugh delightedly as they try to escape from the 'wolf' catching them and begin to understand the rules of the game and to take turns and play

cooperatively as the game proceeds.

Children are familiar with the routine in place, which helps to build their confidence. They self initiate imaginative play, which is enhanced by the resources available to encourage and engage them. They become engrossed when they play with the hospital equipment, eagerly taking on the roles of doctor, nurse and patient. Staff are skilful in helping them develop their play and extend their language. For example, introducing new words such as 'stethoscope' and encouraging the children to listen to each other's heartbeats and to use real bandages to treat imaginary injuries on staff and each other. Their early writing skills are encouraged as they use pencils and notebooks to record their findings and they count the numbers on the toy thermometer as they pretend to take each others' temperatures.

Children show an interest in problem solving as they build using the construction toys and complete puzzles. They are excited when engaging in cooking activities, carefully mixing eggs and mayonnaise and spreading the mixture on slices of bread as they make egg sandwiches to enjoy later. Staff are sensitive to the needs of the children and ensure all can take part. The enthusiastic, nurturing approach of all staff ensures children are provided with a good balance of adult-led and child initiated activities in a secure environment. As a result, children demonstrate a sense of belonging and they are progressing well.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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