

# Tweedway Pre-school

Inspection report for early years provision

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**Unique reference number** 160208  
**Inspection date** 14/05/2010  
**Inspector** Rufia Uddin

**Setting address** Tweedway Hall Annexe, Tweed Way, Rise Park, Essex,  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Tweedway Pre-School opened in September 2001. It operates from one room with the additional use of a large community hall for physical activities within a community centre, and is situated in a residential area in Rise Park in the London borough of Havering. There is a secure enclosed outdoor play area. A maximum of 20 children from two years to under eight years may attend the pre-school at any one time. The pre-school is open Monday to Friday 9.15am to 11.45am, and 12.15pm to 2.45pm on Tuesday and Thursday afternoons. There are currently 42 children in the early years age group on roll. The setting is in receipt of funding for the provision of free early years education to children aged three and four years. The pre-school is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register. The setting mainly provides for children in the local area. The pre-school currently has no children with special educational needs and/or disabilities or children who speak English as an additional language. The pre-school employs five staff, all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are treated as unique individuals and they thoroughly enjoy their time at the setting. Good systems are in place to help staff protect and promote the welfare and well-being of children. Staff have a good working knowledge and understanding regarding the Early Years Foundation Stage of learning and, consequently, children are progressing well in all areas of learning. Children enjoy their time as they play in a child-friendly setting accessing interesting play opportunities. Children make choices and show independence as they play. The setting has good partnerships with parents and others to ensure that most children make good progress.

The provider has an adequate process of self-evaluation in place to ensure that the setting's strengths and weaknesses are identified.

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

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

- further develop the complaints procedure, in particular to include relevant timescales when investigating complaints and full contact details for Ofsted
- further develop opportunities to promote children's awareness of disability.

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

Children are safeguarded well. Robust systems are in place to ensure children are kept safe when at the setting. Staff ensure the main door to the room is locked at

all times when children are present. They check the identity of visitors, and record their hours of attendance and their purpose of visit. Staff are vigilant in their supervision of the children at all times. Staff are clear about the procedures to follow in the event of having any concerns about children in their care. They ensure records are kept of existing injuries and shared with parents. Detailed risk assessments are kept and cover all areas of the environment, including outings. All necessary written parental permissions are in place. Resources are in good condition, balanced and easily accessible for all children. They are used effectively to help children learn and achieve. Staff have a good working knowledge and understanding regarding the Early Years Foundation Stage, consequently children are progressing well in their learning and development. Staff complete detailed observation and assessments that link clearly to the planning of activities. They identify children's starting points, next steps and interests and, consequently, targets for children are good and the outcomes for children are good.

The partnership with parents is good. Regular detailed information is shared both verbally and in writing. Regular newsletters, questionnaires and the notice board are all used to keep parents informed and involved. The information book given to parents contains a section headed complaints policy, but it is not a detailed complaints policy. However the manager is aware of the need to record complaints, and has identified development of the complaints procedure as an area for further improvement. Parents commented about the good balance of activities provided and the good information that is shared with them. This ensures that adults are able to contribute towards children's learning. The setting is developing its partnerships with parents and understands the importance of wider partnerships, for example, with the local authority to support the ongoing learning and development. Although there is a limited range of activities to promote children's understanding of disability, the group promotes inclusion by welcoming all families, helping new children to settle quickly, and offering additional support where appropriate. Staff demonstrated an awareness and knowledge about the procedures they would follow in the event of children attending who have special educational needs and/or disabilities or English as an additional language. Staff are aware of the need to share information with other early years settings to support children's learning.

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

Children make progress as they are able to take part in child-led play in a well planned environment. The setting uses a range of methods to establish the starting points of individual children and staff use careful observations to gain an understanding of their progress. Staff use assessment information to keep written records of children's progress towards early learning goals. They share this information with parents and use it thoughtfully when deciding about children's future learning and when designing play opportunities for them. This helps to ensure that children are able to take part in activities that interest them and given an appropriate amount of challenge. Staff wish to empower children and so support their individual choices as a priority. As a result children enjoy using the computer and role play resources and they access mark making and messy play

activities independently. Children respond well to adults as they listen to suggestions that they make and explanations that they offer. Children also involve adults in their imaginative play, for example, when using the home corner to play looking after animals. Children enjoy looking at books in the well resourced quiet area both in groups and on a one to one basis; they are aware that books can be used to find information as well as for stories. Children's communication skills are enhanced as they take part in conversations, express their ideas and explain themselves. In addition children enjoy and benefit from playing outside in a well resourced outdoor play area. The setting has a good understanding of the Early Years Foundation Stage and of how young children learn through play and first hand experience. The setting's use of planning and assessment is effective.

The setting promotes children's welfare well. All children are safeguarded and have an age appropriate understanding of their own safety and that of others. Children's behaviour is good and well managed by staff as children mostly have a positive attitude to others as they take turns and share. Children show the ability to take responsibility for their own behaviour, for example, when playing outside or moving within the setting. Staff allow children to have an understanding of the varying needs of other children, for example, that children of different ages may have differing skills and competencies. Children develop an understanding of numbers and mathematical ideas through practical play and everyday experiences. They recognise numbers on the till and mobile phone and benefit from opportunities to use the computer, developing an awareness of information technology and skills that will promote their future wellbeing. Children's understanding of diversity is enhanced through discussions, stories and the use of different resources. Activities, linked to special events and cultural festivals, such as Divali and Chinese New Year increase children's awareness of the wider world and the society in which they live.

The setting promotes outcomes for children well. Children are very happy and settled as they work with adults or take part in conversations at snack time. Children are interested in their play and readily explore a range of play opportunities as they think about what they want to do. Children feel safe as they play and are given experiences which enable them to understand about keeping themselves safe, for example, when going out to outdoor play area. Children benefit from and enjoy secure relationships with adults, which boosts their self-esteem and confidence as they talk about themselves and their feelings.

## 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	3
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

<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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met