

Saplings Extended day pre-school

Inspection report for early years provision

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Inspection date	13/07/2010
Inspector	Clementina Ogunsanwo
Setting address	Willow-Dene School, Swingate Lane ,Plumstead, London, SE18 2JD
Telephone number	0208 317 7544
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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

Saplings Extended Day Pre-School is run by a management committee and operates within Willow Dene school Early Years Foundation Stage premises. The group has sole use of a large group room and enclosed outdoor play area, and also has access to the nursery school's ball pool, adventure playground and two large halls. The pre-school is registered for 24 children from two years, 10 months to five years old. There are currently 24 children on roll, all of whom are within the Early Years and Foundation Stage age range. Some children attend on a full-time basis whilst others attend part-time. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The group opens five days a week, term time only for 38 weeks a year from 9.00am- 12.30pm mornings and some children stay until 3.30pm on a Monday to Friday. Five members of staff work with the children, four of who hold childcare qualifications equivalent to NVQ Level 3 and one staff has Level 2 of the same qualification. The setting is registered on the Early Years register, the Childcare Register and the voluntary part of the Childcare Register. The setting receives support from the Local Authority's Early Years Service. Saplings has strong links with the main Primary School and several other Primary Schools which facilitates a smooth transition to the next stage of their learning. A ramp facilitates access for children who may require disabled access.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Saplings pre-school is a good nursery. Children's learning and development are promoted well in a stimulating and nurturing environment. All children are included fully in the range of activities and use of equipment. Parents and carers are confident about the quality of care and support their children receive. One parent commented 'This is a fantastic pre-school; my child loves it here and is making good progress'. The preschool is well resourced and has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure that planning documents specify clearly what children are to learn and regularly record the progress they make towards achievement of the Early Learning Goals.
- extend the range of opportunities children have to learn about diversity including cultures other than their own

The effectiveness of leadership and management of the early years provision

The dedicated leadership and management ensure that policies are regularly reviewed and updated. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children. The premises are clean and secure, with regular monitoring of visitor's access and exit to ensure the safety of the children. Staff's good access to training events, guidance from the local authority Early Years Service and the regular visits to other settings such as a 'model childcare setting' are assisting the setting to successfully drive improvement and improve the quality of provision. Partnership with others is good. The pre-school's positive links with the main primary school and several other local primary schools to draw up individual children's transitional plans are preparing the children well for the next stage of their learning.

Self evaluation is good. Leaders are actively committed to improving the quality of provision and have identified improving planning and assessment systems as one of the ways of securing improvement in the quality of provision. Staff work extremely well as a team and take collective responsibility for the care and education of the children. Leaders have effectively addressed the identified areas for improvement during the last inspection. For example, policies have been updated and are included as part of the welcome pack for parents and carers. The setting is well resourced and makes effective use of resources to promote children's learning opportunities. The children's use of the main school ball pool, sensory integration area and regular swimming sessions within the mobile swimming pool extend the range of children's energetic and physical play opportunities. Children make maximum use of the available outdoor space to undertake lively game sessions such as mini soccer games, shopping trips, construction and counting games.

Promotion of equality and diversity are good. Cultural festival celebrations of St George's and St Patrick's days and flag making of countries that participate in the recent World Cup are helping the children to develop awareness of the countries of the world. However, staff are aware that more is to be done to actively promote children's awareness of other cultures.

The effective liaison with external agencies and subsequent implementation of specialist recommendations in the individual plans enable the specific needs of children with special educational needs and/or disabilities to be effectively addressed. The regular use of makaton signs facilitates the social integration of all the children, including those with communication difficulties. Partnerships with parents are outstanding. The setting acknowledges and acts on parents' and carers' views. They provide helpful background information about the children and actively contribute to assessments, which assist staff in planning for the care and education of each of the children. Parents and carers are regularly informed of their children's progress.

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

The pre-school provides a wide range of enjoyable activities which keeps the children purposefully engaged for extended periods of time. For example, children persevere to paint a castle and at other times draw a range of shapes which they subsequently cut out independently. They particularly enjoy role play activities, during which they recreate their home environment and enjoy going 'shopping' at the well resourced 'grocery supermarket'. They demonstrate good early social skills as they happily take turns during popular game sessions. Positive discussions with the children during circle times are helping them to acquire new vocabulary. The active involvement of staff in music and movement sessions with actions corresponding with the words of the song makes learning meaningful. Regular interactive story sessions are helping the children to develop listening, speaking and early reading skills. Enjoyable gardening activities, during which the children plant a range of vegetables and water them, are helping the children to develop awareness of natural features and the conditions for plant growth. Purposeful activities such as writing the names of the countries that participated in the World Cup on corresponding flags are helping the children to develop early writing skills. Thus, children are making good progress towards achievement of the Early Learning Goals and developing future workplace skills well.

Well-established routines, such as regular sessions when children sit in a circle to undertake duck and goose games enable all children, including those with learning difficulties and disabilities, to mix well together as part of the pre-school community. The consistent use of positive reinforcement strategies has a positive impact on the development of children's social skills, so, behaviour is good.

Children enjoy each other's company and cooperate well during tasks. Snack times are fun with children sitting together to eat their snacks in a calm and relaxed learning environment.

Promotion of the children's welfare is good. Staff supervises children well during activities which promotes their safety and well being. Children's health is promoted well and they have consistent access to fresh drinking water. Children's regular swimming activities and excellent access to use the main primary school's ball pool enhance children's active lifestyle which is outstanding. Children's high level awareness of safety is evident in their thoughtful responses to staff questions about the dangers of strangers and matches. Children positively contribute to the session through actively providing suggestions of activities and tidying up resources after use.

Planning is good. Activities cover all the six areas of learning with meaningful links between all areas. However, what children are to learn is not consistently specified. Although staff makes ongoing assessments of children during activities, there remain some gaps in assessment of the rate of progress children make towards achievement of the Early Learning Goals.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
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