

Childville Preschool

Inspection report for early years provision

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Inspection date	10/06/2010
Inspector	Rufia Uddin

Setting address	Gascoigne Community Association, Community Centre, 124-128 St. Anns, BARKING, Essex, IG11 7AD
Telephone number	07919913302
Email	childvillecentre@yahoo.com
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Childville Preschool is run by Childville After School Services Ltd. It was registered in 2008 and operates from the Gascoigne Community Centre, in Barking in the London borough of Barking and Dagenham. The preschool is registered to provide care for a maximum of 40 children from two years to the end of the early years age group. There are currently 38 children from two years to the end of the early years age group on roll. Children attend for a variety of sessions. The preschool provides funded education for three and four-year-olds. The group currently supports a number of children who speak English as an additional language. There are currently no children with special educational needs and/or disabilities on roll.

The preschool employs eight members of staff, six of whom hold appropriate early years qualifications. Other staff are undertaking appropriate early years qualifications. Regular support is received from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and well cared for by staff who are suitable and well qualified. Children make good progress in all areas of learning and development. They are happy, content, confident and feel safe in the environment. Effective procedures and sensitive implementation of these by staff ensure inclusive care is provided. Staff have a clear understanding regarding the Early Years Foundation Stage and consequently are able to recognise and meet children's individual needs, which results in children making good progress towards the early learning goals. Staff build trusting relationships with parents and carers and keep them informed about their child's development and the day-to-day running of the setting. Management is beginning to make good use of self-evaluation and this, together with a shared dedication to driving improvement, ensures continuous development and good outcomes for children.

What steps need to be taken to improve provision further?

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

- develop links with other settings to provide continuity in learning
- introduce opportunities for parents to be informed about their child's next steps for development, to help them to play a more active role in their child's learning at home
- further develop activities and resources that promote equality of opportunity, and children's reading and use of information technology.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively with robust risk assessments in place which cover all areas of the environment and any outings that may be taken. Staff are particularly vigilant when children arrive and leave the premises. A member of staff stands by the door and greets children as they arrive, and the door is locked when all children are present. When children are collected a member of staff stands by the door to call the children when their parent is present. Staff help children keep themselves safe by careful explanations of the consequences of actions. There are also regular fire drills and detailed records kept. Staff have a clear knowledge and understanding about the procedures to follow in the event of having concerns about children in their care. Detailed accident records are kept and shared with parents. Records are kept of any medication administered to children and shared with parents, and written parental permission to administer medication is obtained. Staff are well deployed to ensure children's safety. Records and policies are in place and work well in practice. The regular risk assessments help staff to identify any areas of concern and all staff are aware of any issues. The group promotes inclusion by welcoming all families, helping new children to settle quickly and offering additional support where appropriate. Regular staff meetings, staff appraisals and regular discussions between the staff ensure they work well together as a team and strive to provide good quality childcare and a safe, caring environment where children can have fun and learn.

Staff have a clear understanding regarding how to include all children and offer good support to children who have English as an additional language. Children who have English as an additional language are supported well because staff take the time to learn and use some key words and phrases in their home language so that routines become more meaningful for them. The diverse staff team positively reflects the backgrounds of the children attending the setting, this impacts on the experiences the children receive to promote their self-identities. Resources are easily accessible and in good condition and reflect the diversity in the community. Management has identified the promotion of equality and diversity as an area for further improvement, and the group has started to make good progress. Welcoming posters with words in different languages have been introduced and the group has plans to introduce more activities that promote inclusion, for example, by having activities to mark various festivals such as Chinese New Year and Diwali.

Children develop secure trusting relationships within the setting, which are enhanced through the relationships between the staff and their parents. Effective settling in procedures enable parents to share what they know about their child, and provide the setting with a good insight into their home and family life. Parents receive verbal and written feedback about their child's day and are provided with a copy of all the setting's policies and procedures. These are discussed in detail to ensure they are well informed about the service and how the staff meet children's individual needs. Observations of children's progress are informally shared. However, continuity of learning for children is not yet fully explored because parents are not made aware of their child's next steps for development to enable

them to more effectively support their learning at home. Links with other early years settings are in their infancy and the manager has good knowledge and realises the importance of developing these links. The manager is a committed role model who leads the team effectively. Consequently, all staff are motivated, enthusiastic and driven to maintain continuous improvement, which benefits the children. During the short time since opening the provision the manager has reflected on current practice, which has enabled her to highlight the setting's strengths and identify some realistic areas for development.

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

Children are able to make progress as they take part in play which is mainly child led. The setting uses regular observations on children to gain an understanding of the progress that they make and how they react to play opportunities. Children's progress is measured from known starting points and is used when designing their next steps in learning. Written records of children's achievements enable the setting to track children's progress and ensure that their interests are followed when creating a play environment.

Children benefit because the setting has a good understanding of the Early Years Foundation Stage and a secure understanding of how young children learn through play and experience.

Children's understanding of mathematical concepts such as number and size are developed through a range of experiences. They recognise numbers on a toy till and mobile phone, and develop an awareness of spatial concepts when completing puzzles. Staff use effective questioning skills, encouraging children to solve their own problems, for example when a piece of puzzle will not fit in the space. They use language such as 'big' and 'straight' to help children work out which kind of shape and size they need to fill the empty space. Children's early writing skills are enhanced through a range of activities such as role play and mark making, and children gain an understanding of letters and sounds as they sing songs or listen to stories. Children listen with enjoyment to stories, songs and rhymes and respond with relevant actions. Staff help children to make sense of their world and express their thoughts and feelings through play and conversation in the sensory room. Children develop their spoken language through conversations and answering questions. Children develop an understanding of written language through the use of books, labels and activities on letters and sounds, and children can begin to develop other skills for the future, such as an awareness of information technology, by using electronic games. Management has identified providing further activities and resources to promote children's reading and use of information technology as an area for further improvement.

Children show an ability to mix well with other children and play together as they share equipment and listen to each other. Children benefit from opportunities to use a range of messy play equipment. Children have great fun experimenting with textures with trays of rice and lentils. Children enjoy sticking the rice and feeling the texture and seeing how it sticks to their paper hands. Children have easy access to some books and enjoy looking at them alone and as a group. Good

interaction between staff and children encourages development in their language skills. Children's physical skills and the use of their imagination is promoted as children play outside in the local parks. Children enjoy what they do and take opportunities to make decisions about how they spend their time in the setting. Children also feel safe in the setting as they have secure relationships with adults and readily talk to them about how they feel and what they want to do. Children are given age-appropriate opportunities to learn about healthy lifestyles and choices. Children use their time in the setting well and show a willingness to explore possibilities for themselves. Children benefit because staff manage children's behaviour effectively as they use praise and make children aware of what is expected of them. Children learn that their behaviour can impact on their safety and that of their peers. Staff enhance children's feeling of security as they undertake conversations and prompt responses from children. Children's development is promoted because staff have started to complete observations on the children and have identified children's starting points and next steps, and linked these to the general planning of activities and children's interests. Children generally acquire skills and abilities which are appropriate to their age, and their progress ensures that most children are prepared well for future learning needs.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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	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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