

Base Zero Pre-School

Inspection report for early years provision

Unique reference number	EY311291
Inspection date	06/09/2010
Inspector	Denys Rasmussen

Setting address	Sedgehill Community Centre, 69-85 Sedgehill Road, London, SE6 3QN
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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

Base Zero Pre-School and Happy Days After School Club is privately owned by Happy Days After School Club Ltd. It has been registered since 2005. It operates from Sedgehill road community centre and has use of a hall and two lobby areas. It is situated in a residential area of Catford. A maximum of 35 children may attend the service at any one time. The pre-school is open each week day from 9:30am until 1pm term-time only. The breakfast club is open from 7.30am until 9.00am and the after school club is open from 3.00pm until 6.30pm term-time only. There is a holiday play scheme that operates from 8.00am until 6.00pm during school holidays. There is access to a secure enclosed outdoor area.

There are currently 39 children aged from two to under five years on roll in the pre-school. There are 34 children aged from four to eleven years on roll in the after school club. The service serves children from the local community.

There are seven staff employed in the pre-school, all of whom hold appropriate early years qualifications. There are seven staff employed in the after school club. All of whom hold appropriate early years qualifications.

The group is on the Early Years Childcare Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and enthusiastic leadership has successfully created a friendly, supportive and stimulating learning environment where children's learning and development are successfully promoted. Staff build positive relationships with parents informing their inclusive practice. All children are welcomed and receive appropriate support according to their needs. Children are well cared for in the generally safe environment. Effective self-evaluation systems support the nursery to identify both their strengths and weaknesses. This has enabled them to be responsive to the needs of the families they serve while they make steady improvements based on what they have accomplished so far.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the environment to which children are being exposed is constantly reappraised in the form of a risk assessment to make necessary adjustments to secure their safety at all times.
- 20/09/2010

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

- continue to improve the assessment and planning cycle to ensure that the observations of the children inform the planning.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures ensure that all staff working with children are suitable to do so. Designated staff fully understand their responsibilities in safeguarding children and work with relevant agencies to protect children. The environment both indoors and outside is subject to risk assessments to ensure risks to children are minimised. However, this is not always thorough enough when there are unexpected changes to the environment. The management have a clear sense of purpose and have built a committed staff team. Staff are highly valued which means morale is good and the atmosphere is one of mutual respect. Staff work well together as a team, sharing tasks and responsibilities to ensure the group runs smoothly on a day-to-day basis and that children have appropriate adult support. There is a good balance of male and female staff providing good role models for the children.

The reflective self-evaluation enables the group to continually improve their practice. Feedback from parents and children is used to inform the self-evaluation helping the group to be more responsive to the needs of its users. They have regular staff meetings, supervisions and sharing sessions to discuss ways forward, new ideas, what has worked well or not so well and why. The group have made further improvements to the environment by having permanent displays and purchasing a mobile sink unit so that children can wash their hands independently in the play room. The outdoor area has been vastly improved, enabling the children to play safely outdoors in a stimulating environment. The staff have attended training to support them to develop their practice such as learning how to encourage boys to get more involved in mark making. They are familiar with The Picture Exchange Communication System (PECS) which they use when necessary to support and develop communication. The group works with parents and other agencies to support and meet children's individual needs. All children and families are valued and welcomed by staff. Positive images and photographs of the children engaged in activities foster a sense of belonging.

The staff exchange information with parents about their children at the end of each session. There is an open door policy which means parents can talk to a member of staff at any time and parents commented on the approachability of the staff. There are formal meetings such as the 'academic review' which are an opportunity to discuss children's progress and agree next steps in the child's learning. The group communicate with parents in a number of ways such as through newsletters, e-mail and text. There is an abundance of information displayed in the foyer and each child has their own 'pocket' in which parents are able to help themselves to their mail. The group have close links with local schools

to enable them to share advice and information to provide an appropriate service. Overall, parents are pleased about the good progress their children are making and one parent was particularly pleased with the speed at which her child has been able to speak English.

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

The staff use their key person system to good effect ensuring children settle well. They are calm and relaxed and relate well to each child. It is evident they know the children well by the way they deal with minor conflict and understand how to guide each child to get a positive response. Children are motivated and play harmoniously together. The staff use their observations of the children to understand what they can do and what interests them. Parents are invited to contribute to the children's profile regularly and detailed information is gathered about the child initially to be aware of their starting points. However, it is not always clear how the planning is informed by the children's next steps in learning. Nevertheless, there is a good variety of play opportunities offered to the children which they enjoy and motivate them to learn. For example, when children are engrossed in a large construction activity building a tower, they are problem solving, negotiating with their friends and inviting staff to participate. This activity continued for a long period of time with more children showing an interest and joining in until it was a large cooperative game. The children laughed excitedly when the tower fell over and enthusiastically started the activity again. This activity was extended through good observation and guidance from staff. Children's imagination is nurtured and they become involved in spontaneous role play for long periods of time. Staff involve themselves in children's activities some of the time to extend the play and learning, for example, asking open ended questions about what they are doing and why. The children play with a variety of objects, they sort, order, and count them encouraging problem solving and numeracy skills.

Staff respond to the children's emotional needs well and warm relationships are evident. Children confidently seek the support of staff when needed and are cuddled often. Children's independence is promoted within every day routines, they make choices in their play because the group have adopted a workshop approach which gives the children time to explore and experiment with a variety of materials. For example, children spend time making boats with recycled materials and use the wide variety of graphics media to mark make. They use the mobile sink to wash their hands appropriately which encourages good hygiene practices. The children tidy up enthusiastically and follow the routine rules such as lining up at the door to wait until everyone is ready to leave the room. The use of the allotment to grow fruit and vegetables motivates the children to eat more healthily. They are offered fresh fruit and vegetables for their snack and have constant access to water. The children learn about their own safety through visitors to the group such as the police, fire service and road safety officer. The children wear high visibility jackets on outings and understand the importance of safety rules when riding in the mini bus such as wearing their seatbelt. The children's physical development is well supported through indoor games, music and movement and

by playing outdoors where they run around enjoying the fresh air and using the equipment to learn new skills.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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
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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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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