



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110298

DfES Number: 521849

INSPECTION DETAILS

Inspection Date 06/10/2004
Inspector Name Judith Harris

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lionel Road Pre-School
Setting Address Lionel Road Community Centre
Westhorne Avenue
Eltham
London
SE9 6DQ

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Lionel Road Pre-school

ORGANISATION DETAILS

Name The Committee of Lionel Road Pre-school
Address Lionel Road Community Centre
Westhorne Avenue
Eltham
London
SE9 6DQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Lionel Road Pre-School has been registered since 1992. It operates from a hall in a community centre in Eltham. The group has access to a kitchen, toilets and a small enclosed outdoor area. The playgroup services the local area and opens Monday to Friday during term time for 09:30 to 12:00. The play leader has an NVQ level 3 qualification and a first aid certificate. The pre-school have places for funded three and four year olds and support children with special needs and English as an additional language.

How good is the Day Care?

Lionel Road pre-school provides satisfactory care for the children.

The pre-school space is organised to give clear areas for different types of play and to allow the children to have access to all activities. There is a range of toys, equipment and resources that are effectively used by staff provide a balance of activities. Records for children are present and some policies are in place; the play leader is developing the operational plan to include a full range of policies and procedures.

The pre-school staff take steps to ensure the safety of the children in the pre-school hall and in the garden; entrances are monitored during arrival and collection times and staff can see who they are admitting. Staff carry out a check of the hall every morning before setting out equipment. Children are offered a variety of morning snacks and drinks and staff are aware of any individual dietary restrictions. Children's files have records of individual health needs, special needs, cultural or religious needs or preferences. The pre-school keep records of any accidents and of the administration of any medication, these records are shared with parents. Staff are aware of the procedures for reporting child protection concerns.

The children's learning is clearly supported through good levels of interaction and a range and balance of activities which provide suitable challenges to extend their development. The children are well behaved and staff use behaviour management

strategies that are positive and consistent. The pre-school support children with special needs and with English as an additional language; they are developing systems for making observations and using these to inform planning of activities to meet individual needs.

The pre-school works in partnership with parents giving daily feedback, and sharing policies and procedures with parents. The play leader is developing progress reports which will be shared with parents.

What has improved since the last inspection?

All of the actions set at the last inspection have been addressed, most have already been met and others are in the process of being met. An operational plan is being developed by the new play leader. Accidents records are kept in a confidential manner and there is a suitable daily register. Staff records are maintained, there is a procedure for emergency evacuation (which needs to be in written form), children have suitable hand washing procedures, the hall is at a suitable temperature, the new play leader is aware of what she needs to report to Ofsted, risk assessment is carried out and written records are being developed.

What is being done well?

- Children are well supported by adults and the available space is used very effectively to allow children to move freely, to have direct access to all activities.
- Children are provided with a stimulating range and balance of activities that support their learning and development in all areas and allow them to use their imagination. Adults use good levels of positive interaction which offer appropriate challenges to extend the children's learning.
- The pre-school has a range and balance of equipment, toys and materials which are used to provide activities that promote learning in all areas. The range includes those that promote positive images.
- The pre-school staff are willing to adapt the environment and activities to ensure inclusion of children with special needs.
- Children are well behaved and adults consistently affirm and support good behaviour. Adults show clear understanding of children's individual needs and use a variety of positive strategies to manage behaviour.
- Pre-school staff work with parents to ensure the individual needs of the children are being met.

What needs to be improved?

- provide written statements for, uncollected children, fire safety procedures, risk assessments, sick children and equal opportunities.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Provide a written statement for the procedure to be followed in the event of a fire.
6	Provide a written records for risk assessment.
7	Provide a written policy for sick children.
9	Provide a written statement for equal opportunities.
14	Provide a statement for procedures for uncollected children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The nursery education provided by Lionel Road Pre-school is generally good. Children are making generally good progress towards the early learning goals (elgs).

The teaching is generally good. The playleader is committed to developing staff's understanding of the elg's and the Early Years Curriculum (EYC). Planning is carried out by the playleader with the staff team and is being developed to provide clear links to the elgs. Adults make very good use of time and resources to provide a wide range of activities that clearly support the children's learning. The playleader is developing a system of observations and records of children's progress which will inform the planning to meet children's individual learning needs. There are very good levels of interaction and adults make good use of all planned and naturally occurring situations to challenge children and extend their thought processes and problem solving skills. The play-leader is the special needs co-ordinator and children with special needs are well supported within the group. Adult involvement in the children's play is at an appropriate level and children are supported to allow them to explore and be creative without fear of failure. Children are well behaved and respond well to adults who are positive role models.

The management and leadership of the pre-school is very good. The staff work closely as a team with all members taking an equal part in decisions. They are aware of the need to build on their knowledge of the elgs and EYC, to develop planning and extend activities. There is a high level of commitment to improving the effectiveness of the education, taking part in training and taking advice from the advisory teacher and support from the PSLA.

Partnership with parents is very good. There is good support for parents and regular information about activities and events. Parents are encouraged to take part in sessions, sharing information about their children and taking part in their learning.

What is being done well?

- Children are interested and motivated learners; they communicate confidently with peers and adults and sit quietly as appropriate. They are developing good levels of personal independence and self control.
- Children use a range of language and both verbal and non-verbal communication to organise games, ask questions and make requests. The children follow pictures in books and tell the story. Adults use conversation to extend children's language, describing what children are doing and using open questions to encourage children to use a range of language.
- Children are beginning to develop confidence in counting and use of mathematical language. Adults use a range of mathematical language to help children develop an understanding of size, shape, space and measure.

- Children are provided with a range of objects and materials and allowed space and time to explore and investigate, they have toys and materials for designing and building and take part in activities that develop an understanding of different cultures and belief.
- Children have opportunities to move in a variety of ways and to develop control and co-ordination; they use a range of equipment, tools and materials safely and with control.
- Children use their imagination to develop role-play games, to re-tell stories and invent small world games. They sing familiar songs and have a range of creative activities. They play creatively using a range of ways in which to express themselves.
- Children with special needs and those with English as an additional language are well supported by staff.

What needs to be improved?

- opportunities for children to practice writing skills at a variety of activities
- extend children's understanding of calculation, space and measure
- develop children's understanding of health and bodily awareness
- provide opportunities to investigate living things and the natural world
- extend staff's knowledge and understanding of elgs and EYC and planning to meet children's individual needs with challenges set at an appropriate level.

What has improved since the last inspection?

The playleader is new to this provision and is working with the staff to develop the planning and evaluation to extend activities across all six areas of learning. Staff know children well and have a good awareness of individual learning needs and provide challenges that are appropriate to the children's levels of understanding and development. Maths and communication language and literacy are developing well and the playleader demonstrates a good understanding of how to extend these areas, personal, social and emotional development and partnership are now is very good.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited, interested learners, they make good relationships with adults and peers. The children work together and understand sharing and taking turns. They are well behaved with a developing sense of the consequences of their actions. They have good levels of personal independence and a developing sense of community and different cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well and use a range of language and communication to organise play. Children are beginning to develop skills for linking sounds and letters and have some opportunities to practise writing skills. They are familiar with books and use the book corner well with a developing sense of narrative and that text carries meaning. Children need to be able to practise writing for a variety of purposes at a range of activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count and use numbers in familiar contexts. Children take part in activities that support their understanding of calculation, shape, space and measure and develop their problem solving skills. The opportunities for developing maths skills need to be extended.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are provided with opportunities to explore and investigate objects and materials. They have resources tools and materials to design, shape and assemble and access to everyday technology. Children take part in a range of activities to develop their awareness of their own environment, the wider world and different cultures and beliefs. Opportunities for children to investigate living things and the natural world need to be extended.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence, control and co-ordination and show an awareness of space. The children take part in a range of activities that support them to use their imagination, to move in a variety of ways. The children have access to a range of small and large equipment and tools. Opportunities for children to develop health and bodily awareness need to be extended.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have a wide range of resources which allow them to explore colour, texture and form and they take part in singing and story telling. The children use their imagination to invent role play and small world games. They take part in a range of activities and experiences that allow them to express themselves freely in different ways, using different objects and materials.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- The following are key issues for action:
- Ensure children are provided with a wide range of opportunities to practice writing skills at a variety of activities.
- Provide a range of activities that extend children's understanding of calculation, space and measure.
- Provide activities that help develop children's understanding of health and bodily awareness.
- Provide a range of opportunities that allow children to investigate living things and the natural world.
- Extend staff's knowledge and understanding of elgs and EYC and planning to meet children's individual needs.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.