



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 508659

DfES Number: 521083

INSPECTION DETAILS

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| Inspection Date | 24/11/2003 |
| Inspector Name | Moreen Johnson |

SETTING DETAILS

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| Day Care Type | Sessional Day Care, Out of School Day Care |
| Setting Name | Redwood Pre-School |
| Setting Address | Holloway Road Leytonstone London E11 |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Redwood Pre-School 1062568 |
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ORGANISATION DETAILS

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|---------|--------------------------------------|
| Name | Redwood Pre-School |
| Address | 3 Holloway Road London E11 4LD |

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

Redwood Pre-School and Holiday Play Scheme opened in 1971. It operates from three rooms in purpose built centre, which is situated in the Cathall estate within a short walking distance to High Road Leytonstone. The group serves the surrounding areas.

There are currently 48 children from 2 to 4 years on roll. This includes 34 funded 3-year-olds and 11 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports 26 children who speak English as an additional language. There are 6 children attending who have a special needs.

The pre-school opens 5 days a week from 09:15 to 15:45, for 48 weeks of the year. The holiday playscheme opens during the Easter and Summer holidays from 09:30 to 16:30 (5 days per week).

There are 14 staff work with the children, all of whom have a early years qualification to NVQ level 3 and or NVQ level 2. The manager is a qualified teacher.

How good is the Day Care?

Redwood Pre-school and Holiday Playschme provides good care for children. The premises was clean and well maintained. Staff work well together as a team and ensure that space and resources are used effectively to meet children's needs.

Most areas of health and safety meet with requirements, more attention needs to be paid to updating records and staff need to be aware of all the appropriate agencies to notify in regard to health issues. All the required policies in procedures are in place, however some are not being completed appropriately.

The group provides children with a wide range of activities and resources that are appropriate for the children's stage of development, however resources need to be extended to reflect disability. The group also need to ensure that there is consistency with regards to recording details of children's progress. Staff interact well with

children and have a good understanding of their needs. Staff manage children's behaviour well and children were well behaved and related appropriately to each other.

Staff have a professional relationship with parents and there is a good daily exchange of information about children's development, however there needs to be a formal system for sharing information with parents about their children's development.

What has improved since the last inspection?

not applicable

What is being done well?

- Children are provided with a wide range of stimulating resources and activities to promote all areas of learning.
- Staff interacted well with children and were responsive to their needs and as a result children behaved well.
- Space was organised well to meet children's individual needs.

What needs to be improved?

- the procedures for recording observation and assessment records
- the systems for sharing information with parents.

Outcome of the inspection

Good

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 |
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|-----|----------------|

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| 5 | Provide a suitable range of toys and activities that reflect disability. |
| 7 | Ensure that parents sign all accidents records and that staff are aware of the procedure to notify Ofsted of serious injuries, death and notifiable infectious diseases. |
| 14 | Ensure that there are formal systems in place for reviewing children's progress and that staff keep consistent records of observation and assessment. |

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

How effective is the nursery education?

Redwood Pre-School provides very good care to children, which helps them to make good progress towards the early learning goals.

The quality of teaching is generally good. Staff plan a wide variety of practical activities, both in and out doors and understand that children learn from them. Resources are of good quality and well organised to increase children's independence. Children behave well in response to the high expectation and sensitive support of staff. Activities are well managed and staff provide many opportunities to challenge children's thinking.

Staff carry out observations and assessments of children's, but there are inconsistencies with regards to the quality of information that is recorded. The leadership and management is very good. The management structure is well organised and there is a strong commitment to staff training.

The partnership with parents and carers is generally good. The group provides parents with good quality written information about the setting, the early learning goals, activities and the group's routine. There is good daily exchange of information, but there is no formal system in place to provide parents with information about their children's development.

What is being done well?

- Staff understand the early learning goals and create a stimulating environment in which children learn through a wide range of practical activities
- Relationships between staff, children and their parents are good, which helps to develop children's confidence and independence.
- Children communicate well, they are confident speakers and are able to express their opinion.

What needs to be improved?

- opportunities to develop children's understanding of addition and subtraction.

What has improved since the last inspection?

staff have undertaken a range of training courses.

observations and assessments are linked to early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children make very good progress in personal, social and emotional development. Children's confidence and self-esteem is built up by staff. Children are learning to make good relationships with their peers and staff. They co-operate with others and learn to recognise right and wrong. They choose between activities and select resources themselves. They concentrate well, complete tasks and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Very Good |
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Children make very good progress in communication, language and literacy. Children speak confidently to staff and their peers. They are able to recognise sounds and letters and words. They listen to stories and enjoy reading books. Children are interested in writing and are able to write their names and simple sentences and are encouraged to use writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children make generally good progress in mathematical development. Children are learning to count to 10 and to recognise shapes, colours and size. Their understanding is reinforced through structured group activities and they are encouraged to problem solve by weighing and measuring. They are supported in beginning to understand addition. However there are no opportunities to encourage children to develop their understanding and use of subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Very Good |
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Children make very good progress in knowledge and understanding of the world. They talk about themselves and family. They explore and observe the natural world by seeing how things grow. They are introduced to other cultures through the celebration of festivals. Children have opportunities to build with a range of construction equipment. They are encouraged to use and learn about every day technology.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children make generally good progress in physical development. Children have access to outdoor play and they move around with confidence, running, jumping and manoeuvring around obstacles. They are able to use a variety of tools and a range of large and small equipment. Staff support children to use the equipment. Children are encouraged to have an understanding of how to look after their bodies and about the need to be healthy.

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| CREATIVE DEVELOPMENT | |
| Judgement: | Very Good |
| Children make very good progress in creative development. Children have access to a large outdoor area and to a range of role play activities. They enjoy singing familiar songs and rhymes. They are able to explore a range of textures, colours and shapes. They are given opportunities to engage in musical activities. | |
| Children's spiritual, moral, social, and cultural development is fostered appropriately. | |

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- provide opportunities to develop children's understanding of addition and subtraction.

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.