

Royal Gate Kids Pre School

Inspection report for early years provision

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Inspector

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Setting address

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Royal Gate Kids Pre-School was registered in 2010. It operates from one large hall on the first floor of a church in Barking, in the London borough of Barking, close to the station and local shopping centre. The group is registered to care for a maximum of 24 children in the early years age group at any one time. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. Sessions are available from Monday to Friday from 9.15am to 11.45am and 12.15pm until 2.45pm during term time only.

There are currently 18 children from two years to the end of the early years age group on roll. Children attend for a variety of sessions. The pre-school 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 nursery employs four members of staff. All of the staff, including the manager, hold appropriate early years qualifications. The nursery receives support from the Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are treated as unique individuals and they enjoy their time at the setting. Adequate systems are in place to help staff protect and promote the welfare and well-being of children. Staff have an adequate working knowledge and understanding regarding the Early Years Foundation Stage of learning, consequently, children are progressing in most areas of learning. Staff are committed to improvement and evaluation to help them identify their strengths and areas to improve. Detailed policies and procedures help contribute to the care provided.

What steps need to be taken to improve provision further?

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

- ensure records of risk assessments include all required information, including actions taken following a review or incident (Safeguarding and welfare) 11/01/2011

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

- ensure books are displayed in a manner that invites children to explore them independently

- develop greater opportunities to promote children's physical development
- ensure records are kept of regular fire drills, and that there is a system to record complaints
- further develop opportunities for parents to be informed about their child's next steps for development and how they can support this in the home, to help them to play a more active role in their child's learning at home.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded. The staff make use of written policies and procedures which parents are able to share. This helps to ensure the safe and efficient management of the provision which is designed to meet children's needs. The staff has a satisfactory understanding of working practices which means that children are safeguarded. All adults are vetted for suitability and procedures protect the interests of children.

Children are supported by staff and play in spaces that are risk assessed to reduce potential hazards. Although risk assessments lack some detail such as action taken following a review or incident, children are supervised well by staff and able to play safely indoors. This is beginning to have a positive impact on children as they play, enabling them to explore and make choices about what they do. Although no records of fire drills having been undertaken were available, safety is promoted by appropriate written evacuation procedures and fire safety equipment, and fire exits that are clear.

Safety is promoted because staff ensure the main door to the room is locked when children are present. They check the identity of visitors, and record their hours of attendance and their purpose of visit. Staff are vigilant in their supervision of the children. Staff are aware of the procedures to follow in the event of having any concerns about children in their care. They ensure records are kept of existing injuries and shared with parents. Although there is no established system to record complaints, written procedures regarding complaints are in place, and the manager explained that no complaints had yet been received. Necessary written parental permissions are in place. Children's health and well-being are promoted by staff as they use hygienic working practices and manage illness and accidents appropriately.

Staff work well together and have developed a good team spirit. Appropriate staffing arrangements and recruitment procedures ensure that children are supervised by qualified members of staff, who have undergone appropriate checks to establish their suitability. Staff are supported in their role through suitable induction processes and are encouraged to contribute towards their appraisals. Staff have an adequate working knowledge and understanding regarding the Early Years Foundation Stage, which is used to help children learn and achieve. Children benefit because staff have started to complete observations and assessments that link to the planning of activities. They identify children's starting points, next steps and interests, however, parents are not yet fully informed about their child's next steps for development, and how they can support this in the home, to help them

to play a more active role in their child's learning.

The pre-school promotes inclusion by welcoming all families. Staff have an adequate understanding regarding how to include all children and offer adequate support to children who have English as an additional language. Staff demonstrated adequate knowledge and understanding about how to link with other professionals and early years settings if necessary, and about how they would support children with special educational needs and/or disabilities. Staff generally understand the children's needs well and work hard with parents to meet those needs. The pre-school 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 benefit because 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 group'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. Although self-evaluation forms have not been completed, management has monitored what they do with children and uses contact with parents to modify their practice. This enables management to start to identify areas for improvement and development.

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

Children's progress is satisfactory as they access a range of appropriate learning opportunities. Children enjoy and benefit from a welcoming early years environment. Play equipment and resources are adequately set up and children are warmly welcomed by staff when they arrive, who are sensitive to their individual needs. Gentle encouragement is provided where needed, and children soon gain confidence and start to explore the play opportunities available. Children's early reading skills are promoted as they practise name recognition using the self-registration board and use name cards during snack times. As children play they listen to staff as they make suggestions and introduce them to new words and guide their learning. Although a good selection of books is available for children to use, the manner in which the books are displayed does not invite children to explore them independently. However, staff help to develop children's interest in books and use stories that capture children's interests. Children enjoy looking at books and concentrate well whilst having a story read to them. Children delight in participating in singing and music times and show good imagination as they imitate the actions of the staff and express their individual imagination through songs. Children are developing their communication skills well, activities such as group story time help them to learn to listen and respond.

Children's creativity is promoted by role play and they were observed interacting and cooperating well with each other as they played with dolls and prams and in the home corner. Children also enjoy developing their creative side with free

access to painting and colouring. They proudly show staff what they have done and receive praise and encouragement from them. Children enjoy play dough and confidently roll, knead and make shapes. Free access to water play helps develop children's understanding of problem solving skills as they pour from one container to others of differing sizes. Although children do not yet use information and communication technology in a meaningful way to support their learning, staff encourage children to develop skills for the future. They encourage children to share, take turns, use 'please' and 'thank you' and show respect for others. Children are active learners, eager to learn and make friends as they play.

Children are beginning to learn about healthy lifestyles. Children are encouraged to wash their hands before snacks and after using the toilet, and the use of paper hand towels helps prevent the spread of infection. Clear policies and procedures are in place for staff to follow in the event of a child becoming ill at the setting. Children enjoy healthy snacks and children enjoy being able to help themselves to the snack and drinks. They are confident in pouring drinks for themselves and enjoy sitting talking to each other and the staff as they have a snack. Children are sometimes active indoors, but do not yet have opportunities to develop their physical skills by playing outdoors.

Outcomes for children are promoted satisfactorily. 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 generally acquire skills and abilities which are appropriate to their age, and their progress ensures that most children are being prepared 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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