

Chingford Hall Pre-School

Inspection report for early years provision

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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*.

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Description of the setting

Chingford Hall Pre-School was registered in 2009. It is a local authority run provision which operates from Chingford Hall Primary School and is situated in South Chingford in the London borough of Waltham Forest. The provision is registered to provide care for 12 children from the age of two to under three years at any one time. Hours of operation are 8.30am to 11.30am and 12.30pm to 3.30pm during school term times. There are currently 12 children on roll. The provision employs three full-time members of staff. All of which hold appropriate childcare qualifications. This provision is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This setting offers a welcoming service and implements measures to acknowledge children's individuality. The Early Years Foundation Stage curriculum has been implemented into practice and there are systems in place to track and measure children's development through observation, assessment processes. Initial communication between parents and their key person ensures that the setting collects information on which to base care arrangements and to deliver a service tailored to each child's individual needs. This is the first inspection since registration. The leadership and management team are confident about what the setting needs to do to improve further and has adopted effective processes to track and monitor improvements.

What steps need to be taken to improve provision further?

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

- further develop outdoor spaces to provide additional challenge
- further develop resources which support information and communication technology to encourage children to speculate on reasons why things happen or how things work.

The effectiveness of leadership and management of the early years provision

The setting is meeting all the regulations and duties to safeguard children and demonstrates a good knowledge of safeguarding procedures. For example, all staff members spoken to, competently talked about the different areas of abuse and signs and symptoms, they are knowledgeable of the setting's procedures to record and report safeguarding concerns. There is good supervision of children, close monitoring of visitors to the setting and departure times of children to ensure they are released to the appropriate adults. The setting ensures that there is a robust recruitment procedure in place and that all members of staff have been appropriately vetted.

The leadership and management team have a clear vision for the future of the service they offer. They are focused on helping children achieve good progress in their learning and development. In order to achieve this they have employed a high level of staff who have achieved Levels 3 and 4 childcare qualifications. The team have undergone induction and are beginning to look to future training and development needs to support the staff structure. The staff team have had limited time to build working relationships with each other and become established and recognise this takes time to embed. Initial steps have been taken to establish systems to identify strengths and weaknesses and monitor improvements to the setting.

Children have good opportunities to make progress in relation to their starting points. Learning and development is supported by an enthusiastic and dedicated staff team, who provide good role models to play and use helpful and encouraging language to support each area of learning. Their deployment around the different areas ensures all children are engaged, learning how to use good resources safely and appropriately. The environment has been very well organised to ensure that children can move easily from each area of learning. All the resources are age-appropriate, colourful and inviting, and children are encouraged to self-select because play resource boxes and storage units are stored at low level and are picture labelled so that children can identify contents. Nursery furniture is child-size, of good quality and well maintained, helping children feel comfortable. Walls display children's artwork and photos of children playing and learning with equipment. All learning areas are labelled, some in different languages. There is good use of both inside and outside spaces as learning resources. The environment is conducive to learning, safe and well cared for.

Children and their parents and carers receive a very warm and welcoming reception to the setting. During initial contact, the key person begins to build a strong knowledge of individual children through discussions prior to them starting and over the settling in period. They understand the importance of collecting information on children's unique characteristics and home routines. The key person takes time to learn about each child's family background, religion, culture and abilities before they start. This provides them with a very clear baseline to deliver a service uniquely tailored to each child's individual needs. The setting supports children's knowledge and understanding of the society they live in through play resources, such as multicultural and gender dolls, books and small world equipment. Their peer group is diverse and children are learning that each of their friends are individual and have different needs.

The setting has effective evaluation systems in place to support improvement. This includes tracking systems to support individual children, set against learning and development, and every child matters outcomes. The leadership and management have a clear vision for the sustainable future of their service, they have a good understanding of the strengths and weaknesses of their setting and are planning for improvement. Identified areas of improvement include the development of resources to support information and communication technology and developing the outdoor area to make it more challenging to children, through landscaping and physical equipment.

The staff team liaise very efficiently with children's previous settings to underpin starting points. They work effectively with other early years professionals and agencies to continually support their individual needs. They are committed to incorporating recommendations from other professionals into their planning to ensure that children receive best value and consistency.

Parents and carers receive lots of detailed information about the service in the form of policies and procedures and general information about the setting. Their permission is sought on a number of different issues which supports the care arrangements. Display notice boards provide parents with information about the curriculum which is supported with pictures of their children exploring and accessing all six areas of learning. Feedback about their children's day is offered verbally, there is also a shared home school diary where parents are able to record their comments on the quality of their child's care. Parents' views are collected through questionnaires, these are used to evaluate service delivery from their perspective. They are engaged with the setting to support children's learning, through the book borrowing scheme to support looking at and reading books in the home.

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

Key people understand their role in supporting learning and development and the welfare of children. They use effective systems to closely monitor the progress children make in relation to their starting points. Planning takes account of parental concerns and children's individual interests. There is a good balance of adult-led and child-initiated play, allowing children to lead learning where appropriate. Key people supporting play are encouraging and enthusiastic, this ensures that children enjoy their learning and achieve. Children including those with special educational needs and/or disabilities or those who speak English as an additional language have opportunities to make good progress.

There is a strong commitment to ensure that children separate well from parents and settle into the setting. Children are visited in their home by their key worker who initiates positive relationships and parents are invited to support settling-in within the setting. The sharing of information enables the setting to tailor learning and development and welfare needs. Children enjoy coming to the setting, they happily engage in play because their environment is child-friendly and relationships are secure. They take some responsibility for their own safety as they respond to boundaries set by the staff and are learning through example, and by their own experiences about how to play safely. There are fully effective procedures in place to ensure children keep safe, this includes risk assessments and fire safety procedures.

Children are learning the skills to adopt healthy lifestyles. They all enjoy free access to fresh air and outdoor play, and have a variety of resources which encourage physical activities. These include balancing beams, trampolines and a range of push and ride toys. Additional physical activity is encouraged while

playing indoors. Children make good use of the soft play area and ball pool and enjoy circle games and finger rhymes. Most activities encourage an element of physical dexterity and all children are active in their play, learning how to use tools safely and with increasing skills. They show increasing independence in learning to do things for themselves, such as taking off and putting on shoes and appropriate clothing for indoor and outdoor play. Key workers work closely with those children with limited mobility to ensure that activities are adapted and that they feel included within games. Children help to prepare snacks in small groups and are learning about healthy eating. The setting ensures that snacks are healthy and nutritious and that children's dietary requirements are met. Children are adopting personal hygiene routines and most are independent in washing hands at appropriate times of the day. Key people help children to learn about the spread of germs and carry around hand washing gel to ensure that play is not interrupted unnecessarily on those occasions when children are engrossed. There are fully effective procedures in place to ensure children's health is protected.

Children are increasingly feeling confident about their place within the setting and this helps them to seek support or manage independently according to the situation they find themselves in and their age and abilities. They contribute to the group as they increasingly understand the concept of friendships and build socially acceptable behaviour. Examples of this are experiencing the reactions and emotions of others and learning about feelings. There is a strong emphasis on developing independently as well as working alongside others, this includes learning about how to play cooperatively, share and take turns using resources. Generally behaviour is good and children are eager to take responsibility for tidying up and helping with snacks and preparations for circle time.

Children are building skills which support their future learning and development and equip them for the future. The environment is rich in signs, symbols, notices, numbers, rhymes, books, pictures, music and songs that take into account children's interests, understanding and home backgrounds and cultures. Staff are very good at using descriptive language, they provide time and relaxed opportunities for children to develop spoken word. There are opportunities to experiment with writing through mark making activities. Additional support to aid communication for those children who speak English as an additional language is being developed through the use of picture prompts. Learning stories help children recall past experiences and express fresh interest in learning areas. Counting, matching, problem solving and sequencing skills are practised while playing with the sand, construction equipment, enjoying singing activities and counting out mats for circle time. Helpful questioning, such as 'How many do we need?' or language, such as more or less, big and small, help children to think about mathematical concepts in everyday situations. Children have access to a small range of information technology resources, such as interactive and programmable toys. Bee-Box and cameras which encourage them to speculate on reasons why things happen or how things work.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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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