

# Loughborough Community Centre Pre-School

Inspection report for early years provision

---

|                                |  |
|--------------------------------|--|
| <b>Unique reference number</b> | 144058   |
| <b>Inspection date</b>         | 02/03/2011   |
| <b>Inspector</b>               | Mauvene Burke  |
| <b>Setting address</b>         | Max Roach One O'Clock Club, Wiltshire Road, London, SW9<br>7YA |
| <b>Telephone number</b>        | 0207-274-6693  |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | Childcare on non-domestic premises                             |

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Loughborough Community Centre Pre-School opened in the 1992. It operates from one room in a purpose built building in Brixton, close to the tube station. The pre-school serves the local area. It is open each week day from 9:30am to 12:30pm all year round.

The pre-school is registered on the Early Years register. A maximum of 20 children may attend the pre-school at any one time. There are currently 12 children aged from two to under five years on roll.

There are four members of staff. One member of staff has recently achieved a BA in Early Years Education and the other staff members are qualified in early years to either level 2 or 3. The setting receives support from the Pre-School Learning Alliance (PSLA) and from the Local Authority and provides funding for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Although children are provided with suitable levels of care and are making satisfactory progress in their learning and development, the setting does not do enough to ensure that their welfare is safeguarded. On the whole, the needs of the children are mostly met and their welfare is suitably promoted, however not all required documentation is fully implemented. The children are satisfactorily supported in participating in the activities offered, which are mostly planned using information from observations and assessments. Partnerships with parents are sound and strategies for actively involving parents in their child's learning are well developed. The setting demonstrates a positive approach towards continuous improvement and the process for self-evaluation is being explored.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure an effective safeguarding children policy and procedure is implemented and that all members of staff understand the policy and procedures (Safeguarding and promoting children's welfare) 31/03/2011

To improve the early years provision the registered person should:

- provide opportunities for children to develop and use their home language in their play and learning and ensure all activities are evaluated and meet the needs of every child, for instance circle time
- encourage the more able children to write their names and label their own work
- nominate a practitioner who is responsible for behaviour management issues and who can be supported in acquiring the skills to provide guidance to other staff and access expert advice if ordinary methods are not effective
- make sure the risk assessment covers all areas of the premises, for example, the cubicle doors in the children's bathroom.

## **The effectiveness of leadership and management of the early years provision**

The organisation has failed to ensure that the arrangements for safeguarding children in the pre-school is robust. Those in charge do not have a secure knowledge of the procedures they would be expected to follow if they were concerned about the welfare of a child in this setting. Therefore children's safety and wellbeing is not safeguarded or their safety promoted. Systematic recruitment procedures ensure that children are cared for by practitioners who have appropriate qualifications and have completed suitable checks. Appraisals are carried out to ensure practitioners that their training needs are identified and addressed to enhance the quality of education and care. Children benefit from a welcoming and secure environment, created by the staff. The security of premises is sufficiently maintained and due to vigilant supervision, children are unable to leave the premises unsupervised. A detailed risk assessment and daily safety checks are carried out in all areas and for planned outings to eliminate risks. However, a risk was noted that if children lock themselves in the bathroom, staff may have difficulty getting them out straight away because the doors to the cubicles are too high and the lock on the outside is quite stiff. This is not included in the risk assessment or safety check. Children caught in this position could easily become distressed.

Practitioners are suitably deployed and they make sound use of space within the provision. Resources are managed and used appropriately and are easily accessible to children. Outcomes relating to children's progress in relation to their starting points are satisfactory for most of the children attending the setting and the resources available mostly support children in their learning. However, there is an over-emphasis on plastic toys and equipment and very little in terms of natural materials.

The children and practitioners attending and working at this setting come from different racial and cultural backgrounds. Practitioners in the main, works closely with the parents and cares to ensure that their children's individual needs are met. Children have their own laminated place mats which clearly states whether or not they have any allergies. A range of posters, books and play material positively reflect the children attending and children who are different from them.

Nonetheless, not enough is being done to really value children's linguistic diversity and as a result, some children do not always feel included during the daily routines of the setting.

Partnerships with parents and carers are a key strength of this setting. Practitioners go all out to ensure that they are fully included in their children's learning and feel a part of this setting and the relationship is highly positive. Parent's views are sought with regards to improvements for the provision and they are kept well informed about their children's achievements. The setting helps parents to support their children's learning by placing suggestions on a notice board of play activities that they can do in the home and by ensuring they are aware of any focused activities planned for the day. Evidence of how parents respond to this partnership can be seen in comments that they have made praising the work done at the setting and through comments made in their children's learning journals.

Self-evaluation is realistic and challenging, for example, plans for the outdoor play provision is clearly identified as an area for improvement and although future plans are limited, they are likely to bring about some improvement to the provision. Most recommendations made at the last inspection have been suitably addressed.

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

Most children arrive happily into this setting. They are familiar with the routines of the day and immediately look for and identify their name card in the basket. They are comfortable and confident in this familiar surrounding where practitioners greet them and their parent/carer and make them feel welcome to the setting. They show interest in the available resources which practitioners set out on tables and floor at the beginning of the session.

Some children concentrate well during some activities, particularly those whose interests lay with using the computer. Children show confidence when they use and manoeuvre the mouse and enjoy using the programmes provided on the computer which they can go in and out of as they wish. Children do not always consider the needs of others and find it hard to sit still and concentrate during activities such as circle time. Practitioners expectations of children during circle time are unrealistic and do not meet the needs of all the children attending. Children are expected to sit for far too long during this activity and as a result, most become disruptive and bored. The older children speak confidently but quietly in familiar groups and are able to express their thoughts and feelings, for example if they are feeling happy or sad. Children have some opportunities to develop their pre-writing skills but other more able children are not given enough scope to practice writing their own names, for example, labelling their own work. Currently the children are unable to use the pre-school garden due to equipment not being safe. They are therefore taken to local parks where they have the chance to run and climb and burn off some of their energy. Nonetheless, there are too few opportunities for children to be involved in well-planned outdoor play activities.

Planning for children's learning and development is completed by key persons. They observe children to determine their interests. Based on the information gathered, individual plans are formulated which build on children's interests and identify next steps for children's learning. Focused learning activities arise from the observations made of children and accurately chart children's progress. However, activities are not always pitched at the right stage; for example, they may be too challenging or not challenging enough for more able children. Practitioners do not always know how to extend children's learning through the asking of open-ended questions in order to help children think in a critical manner. There are many times during the session where practitioners do not utilize the opportunity to encourage children's learning, for example, during snack time children are not encouraged to pour their own drinks or talk about size, shape and quantity during the sharing out of snacks.

Children's skills for the future are fostered well as they explore technology using the small table top computers. Children adopt personal hygiene routines, including washing hands after messy play and after using the toilet. They enjoy a selection of drinks, breadsticks and fresh fruits at snack times. Children are praised, and their efforts are acknowledged appropriately. Nonetheless, a number of the children attending do give rise to behaviour that often disrupts the rest of the group and practitioners do not always use methods that are conducive to helping children learn right from wrong. For example, an explanation of why a particular behaviour is not acceptable is not always given and not enough time given to reinforcing positive behaviour. They do not have a staff member specifically responsible for behaviour management. Children have daily opportunities to outdoor play where they receive fresh air.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 4 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 4 |
| 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  | 4 |
| 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                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 4 |
| 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

