

Lawns 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*.

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).

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

Lawns Pre-School is a privately owned and managed playgroup. It opened in 2003 and operates from the premises of Havering Road Methodist Church situated in a residential area of Rise Park, Collier Row. The pre-school is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 55 children on roll, all of whom are in the early years age group. The pre-school is open Mondays, Tuesdays and Fridays from 9am to 12 noon and on Wednesdays and Thursdays from 9am to 2.30pm. Children attend for a variety of sessions. All children share access to a secure outdoor play area. A total of 10 staff work with the children, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make generally good progress in their learning and development and their behaviour is, in the main, managed well. Children enjoy taking part and learning through a wide range of stimulating play experiences. They are safe and secure and learn about their own safety through relevant topics such as road safety. Partnerships with parents are strong, as they are involved with their child's learning. Partnership with other professionals ensures children's individual needs are met. Robust self-evaluation supports the well-being of the children ensuring continuous improvement.

What steps need to be taken to improve provision further?

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

- improve staff's understanding of behaviour strategies to support children's well-being
- encourage children's independent access to books to enable them to learn that print carries meaning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. A good range of clear policies and procedures support the welfare of the children. These include risk assessments and health and safety policies. All staff are first aid trained and have undergone suitability checks. Risk assessments are detailed and comprehensive. The main doors leading to the hall are locked but easily accessible by adults and play resources and equipment

are safe. Separate risk assessments are in place for trips, all of which supports the safety of the children. Staff have a strong understanding of safeguarding procedures, they know how to implement procedures and have copies of safeguarding policies.

Good self-evaluation systems support the pre-school's effective practice. Staff undertake regular and ongoing training. The setting have developed a strategic plan to improve identified weaknesses, the most recent being problem solving, reasoning and numeracy. Staff work with parents to drive improvement. For example, they ask parents who have English as an additional language to help to label resources and posters in their own language providing an inclusive environment.

Good partnership with parents ensures children's needs are met. For example, staff seek parents' and children's views through a variety of ways, including questionnaires and meetings. All parents are given a well-written, informative prospectus and the pre-school's policies. Parents are informed of their child's progress through termly meetings, home link books, learning journeys and daily discussions. Every child is assigned a key person who undertakes regular observations and assessments, including initial assessments and individual planning. The setting has good strategies in place to develop continuous improvement through close liaison with parents and daily evaluation of activities. The setting has forged links with the local authority who offer support, helping to improve practice. Recommendations from the last inspection have been successfully met.

Resources are deployed well across the setting effectively supporting children's learning needs. There is a good, varied range available, and children are confident in using the large hall, small playroom and garden during each session. Staff are deployed well throughout the session. A broad range of new equipment has been obtained to further support children's development in all areas of the curriculum. Children have access to play resources that promote cultural diversity and disabilities. Puzzles, dual-language books and imaginative play enable children to learn about other cultures.

The pre-school develop good partnership with other professionals, to provide a cohesive approach to children's learning and welfare. This includes work with the local authority, and other early years professionals. The setting has made referrals for speech and language, and have sought support for children with additional needs. The setting works closely with schools to ensure smooth transition for older children into reception classes.

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

Children take part in a good variety of stimulating activities and play experiences. Topics include 'World Book Week', 'The Farm' and the seasons. Staff plan for all areas of learning which promotes children's understanding. For example, they look

at how different events effect our emotions, and learn about the importance of being kind to our friends, to support children's personal, social and emotional development. Children learn and develop through play that supports communication, language and literacy retelling the story of 'The Little Red Hen'. They use props and draw pictures to retell stories. Staff encourage children to use reference books as a resource to make a windy day chart, for example. However, children rarely access books independently to foster their interest in words.

Children learn to solve problems and learn about reasoning and numeracy through counting games with farm animals. They observe the different insects that live in the garden and measure the plants and vegetables. Children's physical development is promoted by taking part in a pancake obstacle course as staff encourage them to control their hoops, over, under and around the course. Children develop creative skills as they play imaginatively in a 'Bakers shop'. They listen to different kinds of music moving to the sounds.

Records show that staff have a good understanding of each child's developmental needs. These include a learning journey providing a clear picture of what children have achieved in the six areas of learning as well as next steps for their individual development. Children have good opportunities to learn how to keep safe by learning about appropriate boundaries for their behaviour. However, at times staff do not use appropriate strategies to manage behaviour, raising their voices, which impacts on the level of noise in the room. Staff have introduced behaviour 'sticker charts' to help children to learn about right and wrong. Children are encouraged to discuss safety issues such as staying safe in the sun, road safety, and stranger danger. Children are given praise and encouragement for their achievements through the 'reward tree', stickers and verbal praise. They are encouraged to store tools and equipment safely and staff explain why it is important.

Children have good opportunities to learn about healthy lifestyles as they discuss the benefits of physical exercise. The setting ensures children have free access to the garden where activities promote physical development. Music and dance activities allow children to take considered risks and gain confidence in their own abilities. Children adopt healthy habits as they wash their hands after using the toilet, before and after eating. Posters displayed in the toilet facilities show step-by-step pictures to reinforce good hygiene practices. Children discuss healthy eating with staff. They are involved in choosing foods for snack time and writing their own menus and are given opportunities to try foods from different cultures.

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	2
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	2
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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met