

Lavender Playschool - Beddington

Inspection report for early years provision

Unique reference number EY347975
Inspection date 15/03/2011
Inspector Rebecca Khabbazi

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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

Lavender Playschool - Beddington is one of two settings owned by an individual provider. The pre-school was registered in 2007. The setting operates from a community hall in Beddington, within the London borough of Sutton. Children have use of a main hall and enclosed outdoor play area. The setting is open from 9.30am until 2pm on Monday, Tuesday and Friday, from 9.15am until 12.15pm on Thursdays, and from 9.30am to 12.30pm on Fridays during term time.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 30 children under eight years old, none of whom can be under two years old. There are currently 41 children on roll, who are all in the early years age range. The pre-school offers care for children aged from two years old to the end of the early years age range during term time, and during some holidays a summer club is available for children aged from two years to eight years old. The pre-school supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are seven staff who work at the setting. Of these, five have relevant childcare qualifications. The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the well-organised, inclusive environment. Excellent relationships with parents ensure that staff know children well and support their good progress towards the early learning goals. The staff and management team continually monitor the service they provide and identify priorities for future development. This ensures that the service is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- develop and extend the provision for outdoor learning
- review the organisation of large group activities, such as story time, in order to ensure that the needs of all groups of children are met.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures ensure that children's welfare is effectively safeguarded, and they are cared for by a well-qualified staff team who are appropriately vetted. Staff all complete relevant safeguarding training and know what steps to take if they have concerns about a child. All of the required documentation that ensures the smooth day-to-day running of the setting is in place and is comprehensive and up to date. The staff team work very well together, effectively sharing tasks and responsibilities throughout the day, such as preparation for the snack bar, supervising outdoor play or planning an activity, so that children receive a good level of staff support. Excellent use is made of resources at the setting to create a well-planned, interesting and stimulating learning environment, where children easily access a wide variety of high quality play materials and equipment.

Partnerships with parents are very highly valued by the setting and communication is excellent. Parents' views on key matters affecting the setting are sought and acted upon, such as changes to session times. Parents are kept very well informed about all aspects of their child's care and learning. The highly positive relationships that staff have with parents contribute significantly to children's well-being at the setting. Staff make sure they have a comprehensive understanding of each child's background and needs, and they work closely in partnership with other professionals and agencies where children require additional support. Overall, they adapt care effectively where needed so that equality and diversity is successfully promoted, but at times the organisation of large group sessions such as story time does not meet the needs of all children attending.

The management team are strongly committed to continual improvement and make good use of input from staff, feedback from parents and the support of the local authority, when they monitor and evaluate the provision. Actions taken by the setting are well chosen and carefully planned to improve outcomes for children, such as increasing parents' involvement in the setting, or creating more enclosed 'communication friendly' spaces within the learning environment.

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

Children show a very strong sense of security and belonging at the setting. They are confident, settle quickly and grow in independence as they move safely around the premises, choose their own resources, and decorate and look after their own 'learning journey' folder. They make excellent relationships with staff and each other, and work extremely well both on their own and in cooperation with their friends. Children learn to keep themselves safe when they remember how to use equipment such as scissors carefully when cutting, and when they take part in regular fire drills so they know what to do in an emergency. They adopt simple good hygiene routines when they wash their hands before their snack, and they

benefit from healthy choices at the snack bar, enjoying rice cakes, grapes or fruit segments with their milk. Children play outside every day as part of a healthy lifestyle, having fun running around in the fresh air, taking their turn on the slide or peddling their bike around obstacles.

Children benefit from a balanced routine with opportunities for uninterrupted free play as well as small and larger group sessions. Staff know children well and make regular observations of their achievements. They use these effectively to plan activities that build on their learning and support their progress towards the early learning goals. Children take part in a wide variety of activities indoors as well as daily outdoor play sessions, but at present the use of the outdoor environment to provide a broad curriculum rich in learning opportunities is not fully developed.

Children are keen to communicate and they confidently start conversations and share their ideas. They write and make marks as they play, writing their name on their work or making marks in the big diary in the role play area. Children solve simple problems through everyday activities, counting down during number songs, working out how to fit pieces of Lego together to create a house, and weighing and measuring the ingredients to make play dough. They explore the world around them and develop skills for the future when they use video equipment to record their friends and then later watch the film that they made on a laptop. They design and create models according to their own ideas, using tape and glue to fix recycled boxes and tubes together. They use their imagination to create pictures at the creative table or paint at the easel, and they have fun dressing up and join in enthusiastically with familiar songs. Children are well occupied throughout the session and thoroughly enjoy their time at the setting.

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	2
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	1
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