

Little Wellingtons Pre-School

Inspection report for early years provision

Unique reference number

EY102894

Inspection date

07/04/2011

Inspector

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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

Little Wellingtons Pre-School opened in 2001 and operates from a church hall and a play hut. Children have access to an enclosed outdoor play area. The pre-school setting is in a residential area of Bush Hill Park in the London Borough of Enfield. It is open each weekday from 09.00am to 12.00pm and 12.15pm to 15:15pm Monday to Thursday for 39 weeks of the year.

The pre-school is registered on the Early Years Register. A maximum of 41 children may attend the pre-school at any one time. There are currently 54 children aged from two to under five years on roll, some in part-time places. The pre school has a number of children with special educational needs and/or disabilities.

There are seven members of staff, All of whom hold early years qualifications to at least level 2. One member of staff has recently achieved an Early Years Foundation Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting offers a welcoming and friendly service; and generally meets the needs of children. Overall the setting has been successful in introducing the Early Years Foundation Stage into their practice. However, there are significant weaknesses in the management and maintenance of documentation; in particular this refers to records pertaining to children's health. In addition there are some practise issues regarding record keeping that should be addressed. Although there are systems in place to evaluate the service, practise can sometimes be inconsistent and hinder the settings capacity to be effective.

What steps need to be taken to improve provision further?

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

- improve accidents records to include any first aid treatment that was given and inform parents of any accidents or injuries sustained by the child whilst in the care of the providers (Safeguarding and promoting children's welfare) 07/05/2011

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

- carried out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved

- develop staff knowledge and understanding of how to conduct observations, assessments and evaluate these in order to support children's progress
- develop systems to evaluate the quality and consistency of children progress records in order to ensure the individual needs of children are met

The effectiveness of leadership and management of the early years provision

Regulations and duties to safeguard children are met and policies and procedures are in line with requirements. Key people are suitably trained to safeguard. The recruitment procedure ensures that key people have been appropriately vetted and have the skills and qualifications to support childcare. Key people are generally able to identify dangers within the environment and take measures to keep children safe. There are appropriate procedures in place to ensure that children are safeguarded while on the premises, this includes procedures for children who are lost or collected late. Risk assessments are completed appropriately. The setting carries out fire drill practises. However, it is unclear from records how regular these practises are carried out and therefore there is a danger that not all children are familiar with this procedure. Consequently children's safety may be at risk.

All key people working directly with children are qualified to do so. Their qualifications range from; A degree in Early Years and National Vocational Qualifications or equivalent in levels two and three. Those who currently hold level two qualifications are working towards gaining qualification to level three. Paediatric first aid training is kept up to date to ensure there is always a first aider on the premises. New members of staff, supply staff and students undergo induction and are supervised by senior staff members. Senior members of staff are nominated roles to safeguard and support special educational needs. Since the last inspection the leadership and management team have generally addressed recommendations made at the last inspection. However, the consistency of information recorded related to accidents breaches regulations. For example, in some case dates and treatment offered; have not been entered. There is often no indication that parents have been informed of the injuries sustained by the child whilst in the care of the setting. This was raised at the last inspection. Snack time arrangements now enable children to dish their own snacks up and resources have been developed to ensure that children can see words and labels during their every day environment. The leadership and management team are beginning to look at their practise critically. However, systems to ensure that all children receive a consistent service are not yet working effectively. For example, systems to monitor staff practise and ensure records related to learning and development, accidents or fire drills are not yet sufficiently evaluated. This impacts on the service children receive.

Outcomes related to children's progress in relation to their starting points are satisfactory. Resources are adequate, fit for purpose and generally able to support children's development. Staff are sufficiently deployed to support learning. However, children's learning and development records are inconsistently maintained. Some records were unavailable. Although next steps are identified it is unclear how key people support children in their progress to move towards their

early learning goals as there are no follow up records and inconsistent knowledge. Overall the environment is conducive to children's enjoyment and achievement and most children's development is satisfactory as a result of the setting they are in.

The provider adequately promotes equality and diversity and tackles unfair discrimination. Children and staff come from diverse backgrounds and provide good examples of mutual respect for those who are visually different or have different needs. Key people know children well and support children's development to a satisfactory level. Toys and resources generally encourage positive attitudes but are limited in number.

The setting has positive relationships with parents and carers. Key people are friendly and approachable and invite the two way flow of information. Policies and procedures are available on sight for parents to see and notice boards keep parents informed of updates and changes. Parents contribute to their children's development through supporting the settings programme of building children's awareness of diversity and attending open evenings and special events. The setting values relationships with key professionals who contribute to children's achievements and well-being. This includes links with local schools and working with other professional bodies in order to support individual children's needs. They understand the importance of providing continuity and consistency in care.

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

Children are making satisfactory progress in their learning and development. They enjoy their time at the setting and spend time effectively engaging in play and learning. They are motivated and interested in a range of activities and generally take responsibility for choosing what they do. Routines are organised and help children to feel confident and learn new skills as they independently manage through their day. Children separate well from parents and build secure relationships with key people. They feel secure at the setting and display a sense of belonging. They take pride in their work and want to show their work to their parents and carers. Children enjoy the company of older peers and are gaining social skills; they play independently sometimes engaging in joint games or large activities. They are sometimes challenged by turn taking and sharing equipment but are building skills in tolerance towards others through the use of paddles which help children to identify how they are feeling. Children are compliant to boundaries set by key people. They listen and respond to instruction.

Children are building independence and confidence in practising hand washing and take part in these routines at appropriate times during the day. They are developing awareness of their different senses and enjoy meals and snack times. At these times children are independently feeding themselves and make choices about tastes that they like and dislike. The setting offers them a suitable range of healthy choices suitable for their age and stage of development. Children have access to a range of physical play opportunities such as, ride along toys, scooters, tricycles, bicycles, slides and balancing equipment. Some pieces of equipment

encourage co-operation from several children at a time. Although there are systems in place to support children's health, documentation does not always effectively underpin practice.

Children feel listened to because key people provide them with time to share their thoughts and responds to their conversation. They are using language confidently because they have daily access to a range of books and stories. They particularly enjoy looking at familiar books with key people. Posters, books and flip pads ensure that children see written words. They are self registering into the setting which incorporates recognising their own names written down. They are encouraged to experiment with writing through art and craft and mark-making activities. Children enjoy playing with a range of puzzles, matching shape games and construction equipment. They are practicing counting skills; working on their colour and shape recognition. Children engage in a range of activities that nurtures their understanding of the world around them. They planted bulbs in the autumn which are now blooming and grow a range of vegetables with children that are taken home to share with their parents. There is some first-hand experiences of information, communication and technology. They explore a range of programmable toys and play equipment and also have play resources within the home corner which are familiar to technology used in the home. Children are involved in practical applications of their knowledge and skills which promotes their self-esteem and supports future learning and development to a satisfactory level.

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

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