

Newstead Road Pre-School

Inspection report for early years provision

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Inspection date	25/05/2011
Inspector	Justine George
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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

Newstead Road Pre-School has been registered since 1995 and has been on the present site since 2000. It operates from a purpose built unit located in the base of a block of flats on a housing estate. The unit comprises two large play rooms, an office, kitchen, toilet facilities and a secure outside play area, part of which has been laid with a safety surface. The pre-school is managed by a parent committee and serves children from the local community.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register. It is registered to care for a maximum of 24 children aged from two to under five years. The pre-school is open Monday to Friday from 9:30am until 1:00pm during term time only. There is also a play scheme for children aged three to under eight years which operates for the same hours during some school holidays, although this is not running at present.

There are 29 children on roll with three and four-year-olds receiving funding for nursery education. Children attend different days throughout the week. A small number of children who speak English as an additional language currently attend, as do a small number of children who have disabilities or learning difficulties.

A total of five full-time staff work directly with the children, all of whom hold a recognised childcare qualification. In addition one relief staff member covers for staff absences. The pre-school is a member of the Pre-School Learning Alliance (PLA) and receives support from the local branch and from the Early Years Development and Childcare Partnership (EYDCP) and an early years advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are eager to enter the setting where they explore a good range of toys and activities. The environment is very enabling for children as they access most resources to further develop their play ideas. Staff are vigilant in ensuring children's safety as leadership and management are successful. Thus information is effectively shared to ensure policies and procedures are in practice. Staff are keen to drive and maintain improvement where they have identified areas for development which is likely to lead to improvement.

What steps need to be taken to improve provision further?

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

- maximise the opportunities for children to further develop their

independence, for example, at snack time and in using all the available areas to ensure children fully utilise the resources

- develop further the systems for sharing children's progress and development with parents and carers on a regular basis so all adults identify ways to develop children's needs and interests together
- put into place the strategies identified to progress areas for development and use self-evaluation to monitor the effectiveness of such strategies to secure improvement.

The effectiveness of leadership and management of the early years provision

A robust recruitment procedure ensures staff suitability in working with children as the required checks have been implemented. All staff have a childcare qualification and there are opportunities to update training including food hygiene, first aid and safeguarding. This benefits children as staff's knowledge reflects current practice. Leadership and management are effective as the staff team has consistent knowledge of how the setting operates to ensure the needs of children are met. For example, staff are clear about the administration of medication and seek information from parents to ensure that children are cared for in line with their preferences. All of the required documentation is in place and completed as required. In addition, the settings policies and procedures are shared and adhered to, thus ensuring the smooth running of the setting. Staff have good knowledge of safeguarding issues. Children are well supervised during drop-off and collection times. In the event of an unfamiliar adult turning up to collect children, they are not allowed to go off with others until contact is made with parents to gain permission. In the event of any accidents, children are well protected as most of the staff team have kept their first aid training up-to-date. The required risk assessments are also in place to eliminate hazards in the setting. Staff have sound knowledge of child protection issues and are fully informed of the procedures to follow in the event of any concerns. As a result, vulnerable children are protected.

Staff are committed towards driving improvement whereby they have addressed past recommendations of improving safety and hygiene. Staff have continued to drive improvement as they develop planning and assessment and evaluation methods. In addition, staff are looking at improving the outcomes for more active members of the group and improving the effective use of the garden. Although strategies have been devised, they have not yet been put fully into practice or evaluated to monitor the impact to children.

Equality and diversity is effectively promoted in the setting as children are making good progress in their learning and development. The deployment of adults and resources meets the needs of children, supporting their learning and development. However, children do not make effective use of the additional playroom, therefore, not all resources are fully utilised. The setting effectively supports children with additional needs whereby partnership work is explored. The setting works closely with parents and other professionals to meet the needs of children, thus narrowing the achievement gap. Staff have sound knowledge of children's backgrounds and needs. This is because they seek good information from parents when children first

start at the setting. As a result, they are aware of children who speak English as an additional language. Such children are effectively supported as staff use key words in their home language, dual language signs and books are available and the use of picture cards support children's communication. However, staff suggest that families use spoken English in the family home, rather than promoting their first language.

Partnership with parents is strong, staff are fully informed of children's needs and parents are positive in their views of the setting. They praise the consistent staff team who are caring and approachable. Parents are aware of the learning framework and feel that children are happy and stimulated. Parents are provided with good information through an information pack, newsletters, posters and leaflets. In addition, parents are invited to take part in the setting where they sign a rota to offer support. Staff regularly communicate with parents on an informal basis to share information about children's general wellbeing throughout the session. However, meetings to share information about children's learning and development are few. Therefore, parent's knowledge and contributions towards sharing ideas to develop children's needs and interests is not fully developed.

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

Children's welfare is well fostered. The setting is clean and hygienic and staff have completed a food hygiene course which ensures hygienic food preparation. Children are supported in learning good health as they are encouraged to wash their hands at appropriate times and soap and paper towels are provided to minimise the spread of infection. In addition, in the event of illness, children are excluded until better. Staff are well informed of the procedures for administering medication, in line with requirements. Children enjoy healthy snacks and staff offer milk and water to drink. Children bring in packed lunches and food contents are monitored to ensure healthy eating. Children have regular opportunities for fresh air and exercise to promote active life styles. However, the garden is set out with a wide range of activities which limits the space for children to run around.

Children are supported in making a positive contribution where they learn rules which supports them in learning about safety. For example, children know to run around in the garden rather than indoors and they practice fire drills, developing awareness of how to keep safe in an emergency. Children are well behaved as they have a wide range of experiences to prevent boredom. Although, some children are a little boisterous, which staff are in the process of addressing. Children are self assured and confident in the setting, communicating with peers and adults to share their thoughts, feelings and ideas. Children also demonstrate high levels of independence although staff vigilance in ensuring children's safety impacts on this. For example, the opportunity for children to free-flow between rooms to develop autonomy is not explored and children do not take part in the preparation of snacks and very few pour their own drinks.

Children enjoy and achieve in the setting and are developing skills for the future.

Children use ICT equipment and talk about using the mouse to play games on the computer. Children have very good opportunities to develop their writing skills as many activities such as play dough, painting and construction which supports children in developing muscle control and eye and hand co-ordination. Children have good opportunities to use writing for a purpose as mark making tools are easily accessible, for example, in role play areas. Children are encouraged to write their name or their creations and adults extend this well introducing letter names and sounds.

Through observation and planning children needs and interests are well pursued. Staff extend those children who are recognising letters and also plan experiences for children to develop in other areas of learning, for example developing social relationships. The planning of activities ensures the differing abilities of children are met as activities are differentiated to ensure all children achieve success and challenge. The current role play area of a baby clinic supports children who are soon to become the older sibling. Children talk about the role of being the doctor and how they enjoy playing with dolls, taking them for a walk in the garden in a buggy and changing nappies. As a result, children develop a caring attitude towards others and develop knowledge and understanding of the world. This is also extended in the garden as children have been involved in planting flowers which they take responsibility for, watering them when needed.

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	3

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	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
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