

Somerville Pre-School

Inspection report for early years provision

Unique reference number	128480
Inspection date	13/06/2011
Inspector	ISP Inspection

Setting address	Church Hall,, Somerville Road, Chadwell Heath, Romford, Essex, RM6 5AT
Telephone number	07765 072797
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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

Somerville Pre-School is a parent committee managed group, it opened in 1992. It operates from a church hall in a residential area of Chadwell Heath in the London borough of Redbridge. A maximum of 26 children may attend the pre-school at any one time. It is open each weekday from 09:15 to 12:15, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 31 children aged from two and half to under five years on roll. Of these, 6 receive funding for early education. The pre-school mainly provides for children in the local area. It currently supports a number of children who speak English as an additional language.

The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision is satisfactory; ineffective systems failed to identify that no staff member currently holds a paediatric qualification, and risk assessments had not identified all risks, although the setting quickly resolved the issue. Children are provided with a good range of enjoyable, interesting activities provided both inside and outdoors in a well structured environment. Their individual needs and interests are planned for and progress is shared effectively with parents. The setting is committed to developing partnerships with linked schools; the management team are able to identify the setting's strengths and areas for improvement, and are committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure at least one member of staff holds a current paediatric first aid qualification(qualifications, training, knowledge) (also applies to the both parts of the Childcare Register)
- 27/06/2011

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

- provide children with more child led creative and literacy opportunities
- review the settings risk assessment to ensure it includes all risks and identifies the action to be taken to minimize them

- put in place systems to ensure qualifications are regularly reviewed, and repeated as required.

The effectiveness of leadership and management of the early years provision

Safeguarding is satisfactory - staff members know what action to take if concerned about a child and appropriate policies and procedures are implemented to ensure children are safeguarded from harm or neglect. Daily risk assessments are completed to minimise risks within the well used community building, however it was not identified that fire detection equipment was not fitted. There was no system in place to identify that no staff member holds a current first aid qualification; this is a breach of requirements which the setting is committed to address urgently. Well deployed staff members provide children with a good level of supervision between indoors and outdoors as they move freely between the two areas. There are secure systems in place for staff recruitment and vetting, and for parents to follow when collecting their children. Very effective management of the outside play space including deployment of staff results in children using an imaginative range of equipment that is safe, suitable stimulating and provides challenges.

Partnerships with the local nursery and infant schools are evolving the pre-school has taken positive action towards sharing children's development and progress information to aid their transition into full-time education. Effective parental partnerships ensure parents are kept well informed about their children's progress through verbal and written information that supports children's time in the setting and their learning journey.

The setting is appropriately led and managed; there are evolving self-evaluation procedures in place for identifying what is successful and areas for improvement. There is an ongoing vision for the further development of the outside area to include further challenge and experiences for children and the setting is committed to not using worksheets and to provide children with more child lead literacy and creative opportunities.

The setting actively promotes equality and diversity all children are fully integrated into well-planned activities and make good progress. All the recommendations made at the previous inspection, have been addressed, in particular a well developed planning system is now used that is based on observing children and then planning well for the next steps in their learning.

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

The setting is calm and relaxed. Children settle quickly and move with confidence; they know the routine of the session this helps them to feel safe and secure. Children have formed positive relationships with their key workers, and return to them when needing reassurance. They have lots of opportunities to form relationships with their peers and to benefit from being within a group. There is a

welcoming, committed staff team, who are representative of the diverse community and families they serve. Children are supported by staff members who speak a range of community languages. Children with additional needs are welcomed and supported within this inclusive setting.

Staff effectively observe children and use these observations in their planning. It is evident that they are confident and knowledgeable about the different areas of learning and how these contribute to children's overall progress and success. There is effective use of topics such as 'journeys by air' when children develop their knowledge of other countries, as they dress in national costumes and weigh suitcases to further develop their numeracy skills. Literacy skills are developed through displays, posters, name cards and pictorial props used in story telling. Children have access to a good range of information technology equipment and this promotes skills for the future.

Children's well-being is promoted through the provision of healthy snacks and drinks. They wash their hands before eating and after using the bathroom, and are reminded to cover their mouths and noses when sneezing, although the opportunity was missed to explain the reason why this is important. A key strength of the setting is the physical experiences offered as children climb trees, balance and explore the wooded area of the natural garden. This provides children with lots of opportunities to move around, and their health is promoted while being outside in the fresh air. Children are well supervised and challenged as they learn to take responsibility for their own safety.

Children learn about diversity through resources. Children are supported when staff members actively include all children when they learn children's key words to support them settling and enjoying their time in the setting. Trips within the community support children's growing knowledge of nature when they visit the local duck pond, and when they plant and nurture vegetables and flowers within the setting. The celebration of national events and different cultural festivals further supports children's understanding of the world and community around them. Children behave well, make friends and enjoy their time in the setting; these positive experiences leave them well-prepared for their next stage in learning and life outside the pre-school.

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	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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