

Royal Eltham 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*.

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Description of the setting

Royal Eltham Pre-School opened in 1971 and is run by a parent management committee. The pre-school operates from St Luke's church hall in a residential area of Eltham, in the London borough of Greenwich. The pre-school is on the Early Years Register and may care for a maximum of 32 children, no more than eight of whom may be under three years of age, at any one time. The pre-school provides free early education for three- and four-year-old children. There are currently 39 children from two years to five years on roll. The pre-school supports children with learning difficulties and/or disabilities, and those learning English as an additional language. The pre-school opens five days a week, during term time only. Sessions are from 9.15am until 12.15pm on Mondays and from 9.15am until 3pm on Tuesdays to Fridays.

There are eight members of staff in total. Seven members of staff work with the children during the mornings and five during the afternoons. Six hold National Vocational Qualifications (NVQ) level 3 qualifications, and two hold a level 4 qualification. The pre-school receives support from Greenwich local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are motivated learners, who engage well in the wide range of activities and experiences provided for them in this inclusive pre-school. The staff put a strong emphasis on developing children's social and communication skills, and this provides a good basis for their future learning. Overall, planning systems are effective, leading to generally good quality learning environments, that promote good outcomes for all children. The pre-school has excellent partnerships with both parents and other agencies. As a result, children with additional needs are exceptionally well supported and there is effective continuity for all children when they move onto other settings. Effective evaluation systemically and accurately identifies areas for improvement and the pre-school staff act on the advice of outside professionals, so demonstrate a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the programme for children's physical development by planning ways of providing challenging opportunities for the more athletic children,

- such as using suitable climbing equipment
- improve monitoring further to check the consistency of the staff approach to assessment, so that all children have sufficient goals based across their learning needs, interests and achievements.

The effectiveness of leadership and management of the early years provision

Children's well-being is prioritised and staff ensure that all children are effectively safeguarded while on the premises. Robust recruitment procedures are in place to ensure that staff are suitable to work with children. There are effective child protection procedures in place and staff know what to do if they have any concerns. The staff team work well together to ensure a safe environment, and are effective in helping children to gain a growing awareness about keeping themselves safe and healthy. Managers effectively monitor records of accidents and incidents to help continually improve the safety of children in the pre-school.

The staff team is well-motivated, and leaders show a strong desire to drive future improvement, which they do well. Leaders have a generally good knowledge of the strengths and weaknesses of the pre-school, and they take effective steps to improve outcomes for children. The staff team are highly committed to their own professional development and they use their increased knowledge and skills well to continually improve the quality of the provision.

Staff promote equality and diversity effectively across the pre-school, and help children to develop a sense of belonging by ensuring that the setting represents their home language and cultures. They support all children well, including those learning English as an additional language, and those who have been identified as having additional needs. Staff are generally deployed appropriately. They play and talk with children, skilfully extending their learning. There are some minor inconsistencies in observation and planning, which leads to fewer targets for some children. However, overall staff know children well and plan effectively to help them move on in their learning. As a result, the outcomes for most children are good.

The pre-school is generally well equipped to support children's learning and staff manage available resources effectively to ensure children's learning and development. The outdoor area has recently been a focus of successful improvement overall and children benefit from an exciting range of activities both indoors and outdoors to support their learning.

The pre-school has developed highly effective relationships with all groups of parents and carers. They speak enthusiastically of the quality of care and education their children receive, and are very well informed about their children's learning and development. They are heavily involved in decision-making. Their views are regularly sought and used to help to improve the provision and outcomes for children. Some take part in the management of the pre-school by volunteering on the committee. The pre-school has established excellent links with

other providers and services in the area, and this has an exceptionally good impact on children's learning and well-being. Staff have been instrumental in building very effective links with local Schools, and as a consequence there is continuity in children's learning when they move on from the pre-school. Links with other agencies and professionals result in well-coordinated programmes of learning for children who have been identified as having special educational needs and/or disabilities.

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

Children eagerly enter the pre-school each day, keen to play and explore the activities available. Children generally behave very well, and make a positive contribution to the pre-school community.. They play co-operatively, and are learning to share and take turns fairly. Children show curiosity in learning about their environment and the wider community. They enjoy planting and growing activities in the vegetable patch and show joy and wonder as their eggs hatch.

Staff know children well and follow their interests in planning activities. Observations are linked to the six areas of learning and are mostly used well to inform planning for children's next steps. This helps them to move forwards in their learning and gain useful skills for the future.

Children are learning how to keep themselves and others safe effectively; for example, they help staff to sweep away rain puddles in the outside area, and say that they are being careful not to run and slip in the wet. Children demonstrate increasing independence as they make choices about their play, take themselves to the toilet and serve their own snacks. Staff take great care to ensure the choices available reflect children's varying backgrounds. They are confident at organising their own play, as well as taking part in a variety of adult-led activities. Children are enthusiastic communicators, and all children, including those learning English as an additional language and those with special educational needs and/or disabilities make very good progress in their language development. They enjoy listening to stories read by adults and participate enthusiastically with a range of songs and rhymes. Children's growing creativity is evident through the attractive wall displays throughout the pre-school, and as they explore a range of media such as play dough, paint, collage, sand and water. They are particularly fascinated by how colours change when they mix the paint, which they are very eager to put their hands in and explore.

Children are developing a good awareness of the importance of developing a healthy lifestyle. Children show that they understand the need to follow good hygiene routines; for example, they clean their hands before serving themselves snack, often without adult prompting. The self-service snack bar enables children to learn to make their own decisions about what they need to eat and when. They happily eat a good range of healthy foods. Children enjoy their daily physical activities outside as they run and ride their wheeled toys outside with enthusiasm; however, there is limited large equipment for climbing, which means that physical

activity lacks challenge for more athletic children.

Children show that they enjoy their time in the pre-school. Parents are heavily involved in their children's learning which contributes positively to improving outcomes. They come in to the pre-school to share stories and they help to extend topic work at home by following up on the useful ideas provided by staff.

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	1
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	2
The extent to which children develop skills for the future	2

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