

Downshall Pre-school Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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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

Downshall Pre-school Playgroup registered in 1992 and is managed by a committee. The pre-school operates from the premises of St John's Church Centre in Newbury Park, within the London borough of Redbridge. The children have the use of the three halls, an enclosed outdoor play area and the use of associated facilities. The pre-school operates term-time only from 9.30 am to 12.30 pm.

The pre-school is registered on the Early Years Register. A maximum of 35 children aged 2 to 5 years may attend the setting at any one time, of whom 10 may only be under 3 years. There are currently 32 children on roll in the early years age group attending on a part-time basis, of these all receive funded nursery education. There pre-school currently supports children who have English as an additional language and with learning difficulties and/or disabilities. The pre-school employs seven members of staff in total, including the manager. The manager and three other members of staff work full-time and three members of staff who work part-time. Of these, all but one staff member holds a relevant early years qualification.

The pre-school is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting works with a good understanding of the individual needs of each child which ensures that a range of learning and welfare needs are met. Staff create a safe and secure environment, where children are valued and supported to make the most of their abilities. Positive relationships have been established with parents who have access to policies and procedures. Links with other establishments offering the Early Years Foundation Stage are being developed. Management makes good use of self-evaluation to address continuous improvement, to gain an understanding of the setting's strengths and weaknesses. Since the last inspection the provider has strived successfully to make significant improvements to enhance the learning needs of children.

What steps need to be taken to improve provision further?

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

- develop links with local schools to promote a positive transition for children when they move onto other settings
- review the organisation of the snack times outdoors, to promote a calm, learning and a sociable environment.

The effectiveness of leadership and management of the early years provision

The pre-school has all required policies and procedures in place in the interests of all its users. Management carefully monitors the implementation of all agreed working practices and updates procedures as and when required, with the input of all staff. Children are safeguarded as a result of the manager's knowledge and understanding of effective practice, and all staff and students are vetted for suitability. Children are safeguarded as there are designated staff and procedures in place to ensure the setting's policy, and current literature is at hand should staff have a concern about a child's welfare. All required information for each child is sought from parents, recorded and maintained in a safe manner; this includes parental written consents to support children's health and well-being. All aspects of the setting in use by children, including the outdoor spaces, are risk assessed effectively and this is reflected in how children have opportunities to move freely within the pre-school setting, show independence and make choices about what they do. As a result children regularly make use of a well organised play spaces indoors and the outdoor area. Children's good health and well-being is promoted by staff, for example, in cases of accidents or illness as all staff are trained in current first aid and food hygiene practice.

The pre-school has a spacious accommodation which is well equipped, organised well to be used to its full potential and is visually attractive. For example, children's work, their photographs and a range of posters are displayed. Children can access a range of resources that promote their all round development with the support of attentive staff who respond effectively to their needs. This allows children to direct their own play and learning with adults providing guidance, support and assistance as it is required. The pre-school promotes equality and inclusive practice at all times by staff who know the children very well as individuals and who are therefore able to properly support them in the progress they make. The diverse staff team positively reflects the backgrounds of the children attending the pre-school, this impacts on the experiences the children receive to promote their self identities, settling-in and enabling them to be understood in their home languages. Inclusive practice is promoted throughout. For example, resources are rich in reflecting diversity positively and staff work to specific programmes for children who have a special educational need and/or disability.

Since the last inspection, management has made a significant improvement in promoting and assessing children's learning by addressing previous recommendations. Management is robust in addressing self-evaluation, supports on-going staff training, works in partnership with the local authority advisory team and commenced in participation of a Quality Assurance Scheme. These factors contribute to evaluating the service on offer and improving the outcomes for children attending. In addition, the staff team also explore parental views on a regular basis via daily discussions or via the use of parental questionnaires. Clear targets are in place to support improvement, for example, developing stronger links with local schools to support children's transition when they move on.

The pre-school values partnership with parents and ensures that parents are kept

informed of how their child is progressing. Parental notices include a range of information about the Early Years Foundation Stage, photographs inform parents of the range of activities the children engage in and daily handovers allow staff to share information on an individual basis. Feedback from parents at inspection is positive. Comments include the positive impact on the children's development from the range of activities the children are offered and the professional partnership the staff have with parents and carers. Links with other agencies have been developed, such as the church committee and other professionals; this contributes to the operations of the pre-school and allows staff to work alongside other professionals to offer additional support for those children who require this.

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

Children show good progress as they access a wide range of learning opportunities in a child-led play and exploration environment. Staff have a growing understanding of the Early Years Foundation Stage (EYFS) and a more secure understanding of how young children learn through first hand experiences. Staff use their knowledge and experience to make individual plans for children's next steps in learning based on their interests and achievements. Focused activities support children of all abilities to develop and progress with adult support. Staff record information to build up a picture of progress towards the early learning goals and to inform future planning. Children's profiles are maintained to reflect the progress they make from the time they commence at the setting and until they leave. These records are shared with parents regularly and their contribution is sought to support continuity of care and learning. Staff promote the individual choices of children effectively; as a result children enthusiastically use outdoor play equipment, role play facilities, book areas, construction and creative resources effectively. Children are able to develop their ability to concentrate and play in a range of different contexts, for example in smaller groups or independently.

Children have a positive relationship with adults and they respond well to their support and guidance in their play. As a result, children's learning is enhanced by adults and they concentrate for longer periods and build on what they already know as they are encouraged to try harder or more demanding tasks. In this way children's problem solving and imaginative skills is promoted by staff. Children also take part in adult-led activities where they explore the use of ramps, practice their early writing skills, learn to sound out the alphabet, or be an active participant in cooking activities. Children are chatty, friendships are evident and they are happy as they join in conversations to share experiences and are positively learning to resolve issues of sharing with adult support. Children are comfortable to use their home languages as well as developing a vocabulary in English, Children's vocabularies are being supported and extended, this is evident as they use words such as 'small, big, huge, over, under and through' to describe resources and actions. The setting provides children with opportunities to learn in all areas, for example, communication and language is strongly supported throughout the pre-school, such as accessible props in all areas to throughout the setting. Sensory and heuristic resources catch children's attention outdoors, as they are thrilled and

learn to identify what causes the wind chimes and windmills to move. The hanging saucepans are enjoyed as children love to bang on these to create music with wooden spoons. The use of information technology, such as the touch screen computer, operating the cash registers and the use of a range of interactive resources allow children to explore information technology. Learning about clocks through operating them, having a range of puzzles to complete and identifying the value of numbers allow children an insight into problem solving. Children acquire skills and abilities which are age appropriate and their progress prepares them for future learning needs.

Children's welfare is promoted well by the staff. Children are safeguarded and show an understanding of their own safety and that of other children. Children explore their environment readily and show that they feel secure and safe with an understanding of how to keep them safe as they move around and use a range of equipment. Reminders and close supervision from staff ensures they learn how to play safely, such as being told how to climb large equipment carefully. They are included in regular evacuation drills. Children's behaviour is well managed as they play together; they learn to share toys, take turns and become involved in each other's play.

Children are developing an understanding of healthy lifestyles and choices as they experience healthy eating, they participate in cooking activities and see the importance of exercise through the wide range of physical play they engage in daily. Children also grow fruit and vegetables in the setting or take plants home to nurture. They enjoy the healthy snacks on offer, such as strawberries, radishes, bananas and melon. However, at times the organisation of snack time outdoors does not always reflect a calm, learning or sociable atmosphere. Children are aware of developing good personal hygiene habits, which they learn from the guidance of the staff, for instance, they learn to wash hands before handling food and they wash their cups after drinking.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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	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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