

Lakeside Pre-School

Inspection report for early years provision

Unique reference number	128472
Inspection date	10/06/2011
Inspector	Caroline Preston

Setting address	Wanstead Cricket Club, The Cricket Pavilion, Overton Drive, London, E11 2LW
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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

Lakeside Pre-School opened in 1975 and operates from a cricket pavilion, in Wanstead in the London borough of Redbridge. An outdoor area is available for the children to use. The pre-school serves the local community and is open each weekday between 9:30am to 12 noon term time only. The pre-school is registered to care for a maximum of 26 children in the early years age group. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 50 children from two to under five years on roll. The pre-school employs nine members of staff; of these six hold an appropriate early years qualification to Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children enjoy taking part in a wide stimulating range of play activities which supports their learning overall. Children are safeguarded as procedures are robust. Partnerships with parents are strong and children benefit. Self-evaluation helps the pre-school meet the needs of the children, as improvements have been made.

What steps need to be taken to improve provision further?

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

- document children's learning through photos and words. Use these to talk to children and parents about learning that has taken place.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as adults are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Effective systems are in place for identifying any concerns. Risk assessments are carried out each day and any dangers to children are removed, this supports their welfare and individual needs. Managers support staff in their personal development which effectively embeds ambition and drives improvement. Staff have attended various further training courses to be able to offer better care and education to children.

Resources are good, fit for purpose and able to support children's learning and development. Staff are deployed effectively around the large hall that children are based in, this allows staff to supervise children well and support children as they play and learn. Staff have a good knowledge of each child's background and needs

and have organized systems in place to identify specific needs that children may have. This promotes equality and diversity within the pre-school and offers equal learning experiences for all children. Partnerships are well established and make a strong contribution to children's achievement and well-being. Relevant information is shared between professionals to effectively support individual children.

The pre-school has a highly effective relationship with parents and this supports children's well-being and education. Parents communicate daily with staff and have opportunities to discuss their child's progress and achievements. Self-evaluation has helped the pre-school to evaluate and improve the service offered to children and parents. A new system to plan for activities has been successful and now children are offered a wider more interesting range of play experiences.

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

Staff have a good understanding of the learning and development and welfare requirements. This means they are able to support children in their development and progress, and children make good progress across the early learning goals. Effective planning and a stimulating environment helps to achieve this, however progress is not yet being documented through photographs and words to show to parents and children.

Children behave well and have positive attitudes towards each other during play. For example children enjoy registration time and listening to staff reading stories. They are developing early skills for reading and writing as they make patterns with play-dough and attempt to mark make with pencils. Children apply their knowledge of numbers during number games and everyday activities when counting the amount of objects. They show curiosity when visiting London and learning about the royal wedding. Children enjoy physical activity outside as they take part in obstacle courses. They are skilful climbing the slide and sliding down safely. Their creativity is valued as they paint and make masks. They express their own ideas when moulding and shaping play-dough and dressing up during role play in a variety of different costumes.

Children are secure and develop a sense of belonging to the pre-school. Children learn about road safety and how to stay safe when at play both inside and outdoors. Good quality interaction and well organized routines help children to feel safe.

Most children show a good awareness about what constitutes a healthy lifestyle. They enjoy the varied range of snacks that are offered throughout the session. These include fruit, bread sticks and water. They discuss and learn about what foods are good and bad. They adopt healthy personal hygiene routines and take part in regular exercise.

Children are confident and show good levels of self-esteem as they play throughout the session. They self-select the activities they want to be involved

with and interact consistently with each other and staff. Their behaviour is good and they learn about diversity through the toys they play with and staff being effective role models. Children learn and develop skills for the future as they problem solve during activities, for example during play-dough activities. They also learn to fix together puzzles and engage in role play.

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

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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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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