

Loughborough Community Centre Pre-School

Inspection report for early years provision

Unique reference number	144058
Inspection date	13/06/2011
Inspector	Liz Coffey
Setting address	Max Roach One O'Clock Club, Wiltshire Road, London, SW9 7YA
Telephone number	0207-274-6693
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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

Loughborough Community Centre Pre-School has been registered since 1992. It operates from one room in a purpose built building in Brixton, in the London borough of Lambeth. Children have access to an enclosed outdoor area. The pre-school is open each week day from 9:30am to 12:30pm during term-time only.

The pre-school is registered on the Early Years Register. The setting is registered to provide care for no more than 20 children in the early years age group; of these no more than four may be aged between two and three years at any one time. There is no provision for children aged less than two years. There is no provision for overnight care. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are four members of staff, three of whom hold a relevant childcare qualification. The setting receives support from the Pre-School Learning Alliance (PLA) and from the Local Authority Early Years department.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are treated with warmth and respect in a welcoming environment. They respond well to the care and support they are given and make positive progress in their learning and development. Staff provide a fully inclusive service, supporting all children to participate in activities which meet their individual interests and support their development. Good partnerships with parents help ensure that children's needs are met well. Partnerships with other settings that children attend are less well established.

Required policies and procedures are in place. However, the accident record keeping system is not maintained in a manner that ensures confidentiality. Systems of self-evaluation are effective in helping the setting to identify their strengths and weakness and in pinpointing areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure that accident records on children are only accessible to those who have a right or professional need to see them.
- further develop systems for partnership working by sharing relevant information with other practitioners where children receive care and education in more than one setting

The effectiveness of leadership and management of the early years provision

The pre-school maintains a strong emphasis on safeguarding children. Robust recruitment and vetting procedures ensure that staff working with the children are suitable to do so. Written safeguarding procedures are in place and all staff are aware of the procedures to follow if they have concerns about the welfare of a child in their care.

Staff are vigilant in ensuring that children are well supervised at all times. Risk assessments and daily checks of the areas used by children are completed to ensure hazards to children are identified and minimised. Staff are well aware of the fire evacuation procedures, so children can be evacuated from the premises quickly and safely. Security at the setting is sound.

Staff have appropriate qualifications and their good knowledge of each child's needs ensures their welfare and learning are well promoted. The staff access regular training to enhance their childcare practice. There is a good range of toys and equipment available and children are able to self-select from easily accessible resources.

All required policies are in place for the safe management of the pre-school. The team are reflective of their practice and have made significant improvement since their last inspection. They make good use of self-evaluation to identify further improvements that could enhance outcomes for all children and their families.

Parents and children are greeted in a friendly manner as they arrive. The parents are welcome to spend time at the setting with their child, or to accompany the group on any of the outings. Written and photographic observations linked to the early learning goals are completed on all children and these are shared with parents. These are used by staff to plan for 'next steps' in children's learning, taking into account their individual likes and dislikes and preferred learning styles. Parents are also provided with regular newsletters which provide information about current topics the children are involved in and advice on how they can support their children in their learning.

Transition of children between the setting and local primary schools is well managed with good communication and sharing of information between all parties. However, links with other settings that children attend, such as other pre-school provision or childminding settings are less well established. The team recognise this as an area for development.

The staff are committed to providing an inclusive environment for all children. Good systems are in place for supporting children with special educational needs and/or disabilities. The team work closely with other agencies such as early years advisors and specialist agencies to identify and support all children to develop to their full potential.

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

Staff have a good understanding of the Early Years Foundation Stage. They plan and provide a balanced range of adult-led and child-initiated activities that help support children in reaching the early learning goals. Children make good progress in their learning and development because staff provide activities that build on their interest and provide sufficient challenge and opportunities for children to develop new skills.

The staff are committed to providing an inclusive environment for all children. Systems are in place for supporting children with special educational needs and/or disabilities and the team are keen to extend partnerships with other settings that children attend. Staff show sensitivity to children who have English as an additional language, learning key words in their home language, resulting in them quickly settling in and enjoying their time at the pre-school.

Children benefit from a very good range of resources, experiences and activities. The staff team are well organised and plan the session well to ensure time for small and large group activities and one-to-one work with children. Written and photographic observations of children's achievements help to evidence how well children are achieving in line with the early learning goals. Observations are used to plan for 'next steps' in individual children's learning and these are shared with parents.

Children are settled and eagerly engage in the wide range of activities available. They participate well and are enthusiastic and keen learners. Staff demonstrate a good understanding of the children as individuals and provide activities accordingly. Children are able to explore and select resources and toys independently.

Children benefit from a welcoming environment where very good relationships with the staff are established. If a child becomes upset, staff offer comfort and support and help the child express what is troubling them. As a result, children feel safe and secure in the setting. Children are aware of the expectations and boundaries in place and they are extremely capable of making their needs known. This enhances their sense of security and well-being.

Staff give meaningful praise and encouragement to all children. Their efforts are acknowledged and their achievements celebrated. Children form good friendships and bond well with the other children. They enjoy dressing up and their imagination and language skills are fostered as they use the props and equipment to create a birthday party setting which then changes to a cafe as their game progresses.

Very good use is made of the pre-school garden and children enjoy outdoor play on a daily basis. The garden has been extensively developed to create a welcoming and challenging area where children can explore, investigate and develop their imaginations in a safe and stimulating environment. This is especially

important for inner-city children who may not have access to a garden at home. They climb, hide, explore and play in the sunken sandpit, on the wooden decked platforms and walkways and planting areas. Children develop their mobility skills and body control as they ride bikes and trikes and manoeuvre wheeled toys around the garden. They explore and learn about the natural environment as they search for minibeasts and develop their language and understanding of how things grow as they plant seeds and tend the different flowers and vegetables.

Children adopt good hygiene routines when they wash their hands before they eat, and after using the toilet. Children benefit from freshly prepared snacks such as fresh fruit and hummus. They develop their social and conversational skills as they sit in small groups at the table sharing the food and chatting with the staff and each other.

Children's creative skills are nurtured as they paint, draw and colour using an assortment of resources such as stamp sets, brushes, sponges and stencils. They eagerly explore and use a range of malleable and natural materials such as playdough, sand and water. Staff extend activities well, talking to the children about what they are doing and asking questions that help to extend their language and reasoning skills.

Children develop confidence in using information and communication technology and demonstrate good mouse control when playing learning games on the computer. Children mark-make with pleasure using writing materials which are easily accessible to them and some older children are able to form recognisable letters and write their names. Parents are encouraged to support their children's learning at home, with staff keen to share advice and ideas on how this can best be achieved. Overall, children develop very good skills for the future in a well organised setting with kind and caring 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	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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