

Liberal House Pre School Group

Inspection report for early years provision

Unique reference number 137313
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Inspector Claire Douglas

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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

Liberal House Pre School Group was registered in 1992 and has been managed by its current owner since 1985. The group is privately owned and employs a day to day manager. The pre-school operate from a medium sized hall with an additional side room for small group activities. The setting is close to Orpington High Street, in the London Borough of Bromley. The premises are also used by the Liberal Democrat Party. The group have the use of a large kitchen and the toilets are within close proximity of the hall. The group benefits from a large secure garden area for outdoor play.

The pre-school is open for five sessions per week Monday to Friday between 09.15am and 12.15pm during term-time. It is registered to provide care for a maximum of 25 children aged two years to under eight years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll including 26 children in receipt of nursery education funding. Children may attend for a variety of sessions. The pre-school supports children with special education needs and/or disabilities and those who speak English as an additional language.

There are five childcare staff who work directly with the children, including the manager, four of whom hold a relevant early years qualification and one member of staff is currently working towards an NVQ level 2. The setting receives support from the Bromley Early Years Development and Childcare Partnership and the local Special Educational Needs Co-ordinator (SENCO).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Overall children are safe and well cared for in the welcoming, inclusive environment. Partnerships with parents, local schools and other agencies are significant in making sure the needs of all children are met along with any additional support needs. The well established staff team reflect on the service provided, ensuring that priorities for development are identified and acted on, resulting in a provision that is responsive to the needs of the children cared for and their families.

What steps need to be taken to improve provision further?

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

- further encourage all the children to participate in healthy eating, reinforcing messages about healthier choices.

The effectiveness of leadership and management of the early years provision

The setting benefits from a dedicated team who are appropriately vetted with relevant qualifications and experience, they have a clear understanding of the responsibilities towards the children in their care, which effectively safeguards their welfare. Staff know what steps to take if they have concerns about a child, and have completed child protection training. Robust records that promote children's health, safety and well-being are well organised and regularly updated. Risk assessments ensure that children are safe in the setting and when out and about. The setting provides children with a clean space to play inside with daily access to a large grassed garden area with a canopy for fresh air and outdoor activities on wetter days. Children have access to age appropriate resources and play materials that help to support their development and learning. The manager and staff work closely with parents ensuring that a thorough understanding of each child's background and needs is gained so that equality and diversity is successfully promoted. Parents are warmly welcomed into the setting; they are kept well informed through daily discussions, news letters and the open door policy allows them access to their child's records and a range of comprehensive policies and procedures. Parent's comments show they are very happy with the service provided, for example, 'The staff are really lovely and create a lovely friendly atmosphere, both children loved and still do love coming to Liberal house.' and "The staff are very caring and it is apparent that they look after the children my child always comes out of school smiling, eager to tell me all about her day and what she has done, she loves to show us things she has made." The setting gives priority to building effective partnerships with local schools and other agencies and professionals, where appropriate, for instance through attending bridge meetings at the local primary schools and giving other settings a 'sharing information' form attending area SENCO drop- in- sessions. Local training opportunities are valued and used well amongst the staff team as a resource to develop and extend the settings practice and promote continuous improvement. The owner has been developing the system used for evaluating the setting with support from the staff team, this has aided the identification of strengths and weaknesses, providing the setting with additional areas to focus on for improvement. Previous actions taken to improve the service have lead to improved outcomes for children, for instance, the recent addition of the canopy outside has enabled daily opportunities for children to experience the outdoor environment as well as promoting their overall physical development.

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

Children show a very strong sense of belonging as they happily take their name badges off their coat hangers and enter the hall. They are very familiar with the

routine and expectations and demonstrate a clear understanding of how to keep themselves safe, for example, as they happily tell the staff how they "must line up to go outside in the garden". They take part in regular fire practices that ensure they know what to do in an emergency. Children understand and adopt good hygiene routines when they wash their hands before snack time, using the liquid soap and disposable hand towels that helps protect them from the risk of cross-infection. Most children make healthy choices as they help themselves to their snacks which they bring in from home each day, however, although healthy eating is encouraged, the snack system currently used, can mean some children are not benefitting from healthy options. Children develop their skills as they proudly pour out their own milk or water from jugs. They enjoy playing outside every day as part of a healthy lifestyle, they have the benefit of an under-cover canopy area, if it is wet, and a large grassed area for practising their physical skills or learning new ones as they attempt to run under the moving parachute or jump from hoop to hoop.

Children develop warm, caring, relationships with staff and other children. They work extremely well both independently and in co-operation with their peers. Their behaviour is very good and they demonstrate an excellent awareness of responsibility within the setting. High levels of independence are developing as they select their own resources and play materials and put them away when they have finished. They take part in a variety of indoor and outdoor activities and experiences that support their development across the areas of learning, and they are interested and motivated to learn. Activities are well matched to children's interests and abilities. The staff make observations of children's achievements. Systems for using these plan future learning experiences and ensure activities consistently build on children's existing knowledge and skills. Children are keen to communicate and younger children benefit from the staff's patience and encouragement as they learn new words and begin to join in conversations. They enjoy sharing books and pointing to areas of interest within the pictures on each page. Children learn about numbers and their meanings as they observe the hanging labels which are placed around the hall showing the children how many children can play in the particular area at one time, for example, a picture of four figures along with the number 4 by the craft table, helping them to begin to understand the purpose of numerals.

They begin to solve simple problems when they count how many children are at the table and work out how many chairs they will need. Children find out about the world around them as they are encouraged to "put on their listening ears" and go into the garden to see what they can hear. Staff point out areas of interest for example, the birds that are bathing in the bird bath and the resident robin who causes great excitement when he comes to say "hello". Staff make the most of diversity to help children understand the world they live in, as they ensure the range of resources the children play with have positive images of a multi cultural and multi ability society, festivals are celebrated from different religions and planned activities such as an Asian story told with puppets by one of the parents help the children to learn positively about differences amongst their peers and others. Children use their imaginations as they play together at the dough table making everyone a cake. The children have free access to a creative trolley where they can draw, cut and stick freely. Adult-led creative activities such as printing

with paint on sponges are used to encourage other aspects of learning by the staff through leading questions, for example, "how many ducks have you printed?" and "what happens when the paints mix together?" Children benefit from a well-balanced routine they are well occupied and stimulated throughout the session and they thoroughly enjoy their time at the setting.

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	1
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

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