

St Edmunds PG

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*.

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

St Edmunds Pre-School registered in 1992. It is operated by a committee, represented by parents. The pre-school is situated within St Edmunds Church in Forest Gate, within the London borough of Newham. Children have access to two large rooms and associated facilities on the first floor and one room on the ground floor on occasion. Children have access to a secure enclosed outdoor play area.

A maximum of 30 children aged from two years to five years may attend the pre-school at any one time. It is open each weekday from 9.00am to 3.30pm, term time only. The pre-school provides both part-time and full-time care. There are currently 60 children aged from two to under five years on roll. Of these, 57 children receive funded nursery education. The pre-school currently supports children who speak English as an additional language. The pre-school is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The pre-school employs 10 members of staff, including the manager. All staff members hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school works with a very good understanding of the individual needs of each child, which ensures that a range of learning and welfare needs are met. Children are very happy, settled and thriving, in a stimulating and generally safe environment. Children are valued and supported to make the most of their abilities. Positive and trusting relationships enable children to confidently approach staff, helping them to feel safe and reassured in the setting. Positive relationships have been established with parents who have access to the pre-school's policies and procedures. Partnership with other professionals and settings offering the Early Years Foundation Stage are in place to support children's welfare. Management makes effective use of self-evaluation processes to identify the pre-school's strengths and weaknesses. Since the last inspection, management has strived successfully to make significant improvements to support children's well-being.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure persons living on the premises aged 16 and over, obtain an enhanced Criminal Records Bureau (CRB) Disclosure (Suitable people).

19/07/2011

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

- complement the use of printed text for the labelling of resources with picture labelling, to support and promote all children's abilities to be independent and to make additional choices in their play
- obtain sufficient information from parents when children commence at the setting, to securely establish children's starting points and identify steps for further learning in the six areas of learning.

The effectiveness of leadership and management of the early years provision

The pre-school has all required policies and procedures in place in the interest of all its users to promote safeguarding. The staff team review the pre-school safeguarding policies and ensure that all staff are trained in current procedures for child protection. Children are safeguarded as management have 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 in their care. Children are further supported in their safety as all staff and students are vetted for suitability. The use of close circuit television cameras, close monitoring of visitors to the pre-school and all staff and students being vetted for suitability, contribute to the children's safety. Although, not all persons living on the premises have undergone the checks required. This is a breach of a legal requirement and impacts on children's safety. All aspects of the setting in use by children, including the outdoor spaces and routes taken to collect children from other settings, are risk assessed effectively. Children enjoy caring levels of support from all members of staff who maintain a high ratio of supervision. Children are kept safe and secure in the setting while still having opportunities to move freely within the setting, show independence and make choices about what they do. As a result, children regularly make use of well-organised thoroughfare between the large play spaces. Children's good health and well-being is promoted by staff for example, all staff are trained in current first aid practice and a high number of staff are trained in food hygiene practice. Documentation is maintained for children who may have an accident and procedures are followed to ensure medication is administered as required. These measures contribute to children's health and safety.

The pre-school is well organised. All areas of the premises are used effectively and the range of resources offer a stimulating range of experiences. The premises are visually attractive. The organisation of a high adult-to-child ratio contributes to children receiving positive interactions. 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 and support. The setting promotes inclusive practice at all times by staff who know the children very well as individuals, and who are therefore able to properly support them and the progress that they make. The diverse staff team positively reflects the backgrounds of the children attending the setting, this impacts on the experiences the children receive

to promote their self-identities.

The setting values partnership with parents and ensures that parents are kept informed of how their child is progressing. They receive regular handouts on the current learning theme, newsletters, information on the weekly activities, a well informed notice board area and regular meetings to exchange information on children's learning, and plan for their next steps together. Parents have access to the setting's range of policies and procedures. The pre-school is managed by a parent-run committee, which has an active membership. Management encourages parental input as they identify the impact they have to their child's development. In the last year the pre-school has initiated informal training sessions for parents, to keep them informed of specific matters and to empower them with information. For example, they are made aware of the use of books in children's learning, while the pre-school has developed a book library for children, and parents are told how their involvement can support children's early reading skills and interest in books.

Since the last inspection, the staff have worked effectively to address recommendations from the previous inspection. This has promoted outcomes for children. For example, learning outcomes for children have been improved, systems have been developed to exchange information with parents, and documentation is in place for supporting children's safety. Self-evaluation is robust and various methods have been explored to reflect on developing the service on offer to children. For example, parental feedback is sought via periodic questionnaires and parent impact statements are sought while addressing the Ofsted self-evaluation form. Management works in partnership with the local authority advisory team and the Pre-School Learning Alliance, with whom they have also completed participation in a Quality Assurance Scheme. The manager has developed her knowledge and gained a degree level qualification in childcare. The deputy and remaining staff are qualified to a high level and attend regular training. Clear targets are in place to support improvement for example, continuing to maintain links with all local schools in the area, to explore the use of a stair lift in the premises to further enhance inclusion and accessibility.

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

Children make good progress as they access a wide range of learning resources and experiences in a stimulating environment. All staff are trained in the Early Years Foundation Stage and have a secure understanding of how young children learn through first-hand experiences. They use their knowledge and experience to make individual plans for children's next steps with learning based on their interests and achievements. Staff as key persons, maintain clear and detailed information in the form of observational assessment. They use this information effectively to identify and promote individual children's progress towards the early learning goals and to inform future planning. Although systems for carrying out regular observations are in place and they inform weekly planning well, the system for exploring children's starting points with parents is not sound enough to inform and identify the early stages of planning for children.

Children have positive relationships with their key person and other staff, with whom they engage in play. Staff ensure children feel a sense of belonging and they are understood, this is evident as children with English as an additional language are strongly supported by staff. For example, to support children developing an understanding of right from wrong in their behaviour or understanding stories read to them in dual language. Children's learning is enhanced by adults and they concentrate for long periods and build on what they already know as they are encouraged to address challenges. For example, they engage in a range of challenging puzzles, make models from an extensive range of construction material or learn to complete tasks using the computer. Role play is supported with a carefully selected range of resources, which relate to current themes undertaken in the pre-school or experiences they have participated in. For example, 'shops' organised with healthy and unhealthy food or going on a 'picnic'. Children also take part in adult-led activities where they share books readily, join in conversations as they share experiences about starting school. The setting provides children with opportunities to learn in all areas. For example, language is developed through conversations and answering questions, whilst children are given an understanding of the value of numbers through practical activities. Children borrow books from the pre-school library twice a week. Cosy book areas, the display of interesting posters and leaflets engage children with the pleasure of exploring early reading. Although, text print in English and community languages is evident throughout the pre-school, picture labelling is not used effectively to promote independence and choice for children, such as with clear labelling on play resources and equipment. Cooking activities and shopping activities promote and support children's understanding of measures, weights and the use of money. The use of information technology, such as a range of computers for all abilities to access, using cash registers, enjoying chatting on cordless phones, operating digital cameras and using voice recorders, contribute to children developing a range of skills for the future. Weekly yoga sessions and daily outdoor play promotes children's physical well-being. The children are keen to go outdoors and enjoy the time they have to play 'chase', use large equipment or learn how to throw and catch. The local area is explored with regular walks, to gain an understanding of what the community has to offer.

Children's welfare is promoted well by the setting. Children are safeguarded and show an understanding of their own safety and that of other children. They are included in regular evacuation drills and respond well. 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. Staff are skilled to intervene and support children positively, this ensures children develop good social skills and understand what behaviour is expected of them. Close friendships are in place and children show nurturing skills towards each other, such as asking if friends need help with putting on their coat or if they want to share a toy.

Children are well nourished and all dietary needs are catered for, through careful planning. Snack times are promoting a strong sense of a social and relaxing time. They explore healthy eating options and are supported strongly in making choices and self-help skills. For example, they learn to serve themselves pitta bread, naan bread, a variety of fresh fruit, cereals and dried fruit. They are keen to help clear

away and serve drinking water for themselves. Cooking activities, such as making fruit salad supports their understanding of healthy eating and developing skills in using tools, such as knives in a safe manner. Children are developing a sense of personal hygiene, as they know where to locate tissues to clean their noses when dirty and that they have to wash their hands before a cooking activity. Children acquire skills and abilities which are age appropriate and their progress prepares them for future learning needs.

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	3
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	3
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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