

Rodett Lee Pre-School

Inspection report for early years provision

Unique reference number	129106
Inspection date	30/06/2011
Inspector	Beryl Witheridge

Setting address	31 Manor Park, Lewisham, London, SE13 5QZ
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Telephone number	0208 355 0810
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Email	
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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

Rodett Lee Pre-School

is run by a management committee and was registered in 2001. It operates from the basement flat of a Victorian house in the London Borough of Lewisham. The pre-school has the use of two group rooms and an enclosed outside play area. A maximum of 18 children aged under eight years may attend the pre-school at any one time. The pre-school is open Monday to Friday 9.15am to 12.15pm term-time only. There are currently 21 children aged from two to under five years on roll. The pre-school is in receipt of funding for the provision of free early education to children aged three and four. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. The pre-school currently supports a number of children with special educational needs, and also a number of children who speak English as an additional language. The pre-school employs three staff, all of whom, including the manager, hold appropriate early years qualifications. The manager is undertaking further training to upgrade her qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff are highly effective in recognising the uniqueness of each child and catering for their individual needs. The policies and procedures are competently implemented by caring, professional staff but parents are not fully aware of all of these policies and procedures. Staff evaluate the strengths and weaknesses of the setting and identify areas for improvement, although the views of the service users do not often form part of the self-evaluation process. The group shows good capacity to maintain continuous improvement demonstrated by the action for improvement already taken to benefit the children attending. The partnerships between the setting, parents and other providers are good and help to ensure that the care and learning needs of the children are consistently met.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to further identify the setting's strengths and priorities for development, by encouraging the views of the service users in order to build upon the good quality of provision for all children
- improve opportunities for parents to have greater access to all policies and procedures, and provide further explanation about the policies and procedures to aid parents' understanding of them, as required.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through implementation of up-to-date policies and procedures that ensure their welfare is promoted at all times. Staff are aware of their role and responsibility towards the children in their care, understand the signs and symptoms of abuse and know what to do should they have any concerns. Safeguarding training is organised so that all staff are receiving up to date knowledge and information. A full range of guidance is easily accessible. These measures help to ensure that children's welfare remains a priority. Systems for recruitment and vetting are robust to ensure that all adults working with the children are suitable. Good use of risk assessment includes rigorous daily checks as well as an annual review to ensure that children are safe at all times.

The resources available to the children offer good choice and variety, these are freely accessible to the children allowing them to make choices and decisions about what they want to do as well as taking part in adult-led activities. Effective staff deployment helps to ensure good learning opportunities and plenty of support for the children. Equality and diversity is wholly embedded into every day practice; this is a totally inclusive setting. The staff have an exceptional knowledge of each child's backgrounds and needs and also their learning styles and developmental needs. This knowledge is used highly effectively to provide appropriate support and challenge for children in their learning and to ensure that each child is fully included. Children's understanding of diversity is exceptionally well promoted through their knowledge of each other, plus the improved range of books, toys, resources and experiences provided. Policies and procedures to promote equality and diversity are very effective and the learning environment is equally available to all children. This successfully ensures that no child is disadvantaged in any way.

The staff are committed towards ongoing improvement and the recommendations set at the last inspection have been addressed. The use of self-evaluation is good and addresses all areas of the provision., They clearly identify the setting's strengths and areas for improvement and take action to address these aspects. Parents have recently completed a questionnaire for the staff and this is to be further developed to include parents' ideas for future improvements. Recent improvements include the renovation of the outdoor play area with safety flooring and a wooded area with equipment made from natural resources. The book area has been identified as an area that staff wish to develop to make it more appealing to children. Future targets for improvement are realistic in order to ensure effective benefits for the children.

There are good partnerships in place with other settings including local schools. Staff are able to share all aspects of children's learning and development. This helps to ensure children's individual abilities and needs are known at an early stage in order to promote effective transitions into school and continuity of care for children attending other settings. The group receives a lot of support for children with special educational needs and/or disabilities. They work closely with other agencies to ensure that each child is receiving the best help and support to help them reach their full potential.

The partnership with parents is good. Parents are provided with ongoing information about their children's experiences and progress. They are able to meet with staff to discuss their child's progress regularly and their input into their child's future learning is acknowledged. The policies and procedures are available for parents to read in the entrance hall but parents do not often come into the setting to access these. They receive a welcome letter when their child first starts but this contains only minimal reference to the full range of policies and procedures which are available. Parents feel the staff get to know them and their children well from day one; they feel involved and included in their child's learning and development. Overall this helps to provide every child with continuity of care and learning.

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

Children arrive happy and eager to play and quickly settle in. Adults support children's learning well. They provide a wide range of activities and opportunities for the children. All children are equally included in activities or they are able to make decisions about what they would like to play with. Staff plan activities using the identified next steps for children's learning, or their individual educational plans, as well as taking into account children's interests and ideas. Children's starting points are clearly recorded and clear observational assessment includes photographs and samples of children's achievements to demonstrate their good progress.

Children are able to access a good range of toys, resources and experiences that cover all areas of learning. Letters and numbers displayed within the environment encourage early recognition and children are encouraged to make marks in various situations. They thoroughly enjoy painting the fence with water, in the garden, or chalking on the boards making bright colourful designs. They show extremely good skills and negotiate well when playing together; they build a high tower with the large construction blocks discussing where the blocks need to go according to size and colour. They are excited at how high they manage to build it and then scream with delight when it topples over and breaks apart.

Children feel safe in the setting and demonstrate this through their enthusiastic attitudes towards learning and the staff who care for them. Children learn about safety issues through ongoing, effective staff input. For example, they take part in regular fire drills which are carried out to ensure that all children have been included and know how to protect themselves in an emergency. Good adult support helps children to develop a good awareness of personal safety; children are reminded of the correct way to ride their bikes and scooters around the garden so that they are not riding towards the steps at the bottom of the garden. They know to take turns and wait patiently when there are several children on the climbing frame so they do not bump into each other.

Children's good health and well-being is actively encouraged. Children enjoy regular physical exercise in the exciting and well resourced garden. Children are

involved in effective health and hygiene routines and know when and why they need to wash their hands. They confidently wipe their own noses and immediately put tissues into the bin. Their independence with self-help skills is promoted well except at snack time when staff cut up the fruit, select the choices for the children and pour their drinks for them. Children eat healthily and snack options include apples, satsumas, bananas and breadsticks. Staff are heard to talk to ask children questions about the different types of fruit, the textures, tastes and colours; their input helps children to learn the benefits of eating healthily.

Children are very well-behaved and demonstrate their awareness of the behavioural expectations within the setting. They show a keenness to be independent and show an excellent understanding of the importance of turn taking. They also take account of the needs of the other children and support each other in their play. They follow the excellent example set by the staff who are very good role models. Children respond well to the plentiful praise and encouragement and they adopt good manners. Their welfare and self-esteem is very well promoted.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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