

# Lionel Road Pre-School

Inspection report for early years provision

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**Unique reference number** 110298  
**Inspection date** 28/06/2011  
**Inspector** Marcia Robinson

**Setting address** Lionel Road Community Centre, 540 Westthorne Avenue,  
LONDON, SE9 6DH

**Telephone number** 07756 738 063

**Email**

**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

Lionel Road pre-school is run by a management committee and has been operating since 1992. Children have access to a large open hall within a community centre in Eltham, with an enclosed outdoor play area attached. The pre-school opens five days a week during school term times, from 9.30am until 12.30pm. The pre-school is registered on the Early years and both the voluntary and compulsory childcare registers. A maximum of 16 children may attend the pre-school at any one time. There are currently 18 children aged from two to under five years on roll, who attend a variety of sessions. The setting employs five members of staff and all, including the manager, hold appropriate level 3 qualifications. The pre-school currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language. The setting is in receipt of funding for the provision of free early education to children aged three and four. The pre-school employs four staff and all, including the manager, hold appropriate early years qualifications. The pre-school is a member of the pre-school learning alliance (PLA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in all areas of their learning and development. They are happy and settled in this child-centred environment. They are successfully supported by a caring and enthusiastic staff team who have a good understanding of the Early Years Foundation Stage. There is a good relationship with parents, and the setting supports all aspects of inclusion and diversity well. The setting has good plans in place for continuous improvement. They work closely with the local authority advisory teacher and they have made significantly good progress since the last inspection.

## What steps need to be taken to improve provision further?

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

- involve parents further in children's learning so that a collaborative approach to achieving and development is fully achieved.
- fully develop children's understanding of healthy eating and enable them to make healthy choices at snack time
- value linguistic diversity by providing further opportunities for children to develop and use their home language in their play and learning.

## **The effectiveness of leadership and management of the early years provision**

Overall, the setting is well led and managed and children are cared for by a consistent staff team. Clear safeguarding policies and procedures and a trained staff team ensures that children are generally well safeguarded. Staff are clear about their responsibilities to safeguard children and understand the procedures to follow if they should have any concern about the welfare of a child within their care. Other steps taken to safeguard children are effective, including the detailed risk assessment procedures for the premises as well as outings and trips, which helps to ensure children are kept safe at all times. All required documentation that promotes children's health, safety and well-being is in place and is kept up to date. However, in practice, the healthy eating policy is not always effectively implemented to ensure that children's good health is fully promoted. Children's play opportunities are maximised through the effective organisation of space, time and resources. The manager has been proactive in accessing funding to better equip the setting and shows a commitment to the professional development of her team, encouraging training in all areas. Staff work well together as a team and are well deployed to ensure children benefit from consistent relationships and a good level of individual support.

The manager holds a vision for the future of the service and is able to identify the setting's strengths and weaknesses. She puts effective strategies in place to implement change. Staff are consulted and kept up-to-date. The views and suggestions of parents and the local authority advisory team are actively taken on board. They are involved in decision-making on key matters, such as the recent developments to the planning and observation systems so the service provided continually grows and develops. Actions taken are well targeted to improve outcomes for children, for instance, the range of planned activities provided in the outdoor area means that children now benefit from a wider variety of play experiences. Staff work closely with parents to ensure they have a good understanding of each child's background and needs and they provide appropriate support where required. Parents are kept well informed on a day-to-day basis. They are informed about their children's learning and development through access to their child's profile records and samples of their children's work. Regular meetings enable parents and carers to discuss children's progress and learning although parental contribution and involvement is not fully explored to ensure they contribute fully with their child's learning. Despite this, parents are encouraged to extend their children's learning at home. For example, children take turns in caring for 'Lionel bear ' the teddy where families have fun, as they write and illustrate a book together about his adventures. Children benefit from clear partnership working with a range of outside agencies and services. Strong links are forged with the local inclusion team advisors and local authority advisory teachers. Good systems are in place to ensure staff maintain effective records of children's learning and development. This means children's learning, development and welfare are promoted successfully.

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

Children are happy to attend this setting and have good relationships with staff, who display a warm and caring approach. The learning environment is interesting and stimulating, motivating children to play, and practise and develop skills across the six areas of learning. There is a broad range of activities and experiences that give children opportunities to make their own decisions about their play and learning. In addition to a wide range of planned activities, children enjoy initiating their own play, for instance in the imaginatively resourced home-corner, creative areas and stimulating range of activities available in the garden such as hunting for insects in the sand tray and bathing their dolls in the water play. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events throughout the year. They learn to value aspects of their own lives and the diverse society in which they live. All children, including those who speak English as an additional language, enjoy listening to songs and taking part in action rhymes. However, staff do not fully value linguistic diversity with regards to a wider range of resources such as dual language books and opportunities for all children to develop and use their home language in their play and learning. Children are developing skills that will contribute to their future economic well-being as they are engaged in activities that involve them in sorting and matching. They use a range of information and communication technology as part of their everyday play and learning. For instance, they confidently use the mouse on the computer to drop and drag. They complete puzzles, and talk about numbers in their play with practitioners who extend their learning and introduce them to the concept of space, size and measure.

Children understand how to keep themselves safe from harm by participating in regular fire evacuation practise and listening to staff explain to them how to stay safe on the premises and during outings. Children enjoy the relaxed snack times where they sit together in a group with staff, developing their social skills as they eat together and hold conversations. For example, older children become enthused as they talk about all the foods they eat knowing that fruit is good for the growth of their bodies. However children are not always offered a balance of healthy options at snack time which impacts on their ability to make healthy choices. Children are independent in their self-care skills as they wash their hands before snack time and pour their own drinks from the water dispensers available both indoors and outdoors. All children are developing independence and contribute effectively towards the welfare of others, for example, as they help staff to tidy up at the end of the session and either play together in small groups or along side other children. Staff have effective strategies in place for managing children's behaviour. Consequently, children are very well behaved.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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