

East Plumstead Pre-School

Inspection report for early years provision

Unique reference number

401755

Inspection date

28/06/2011

Inspector

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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

East Plumstead Pre-school is run by a committee and is a registered charity. It was registered in 1969 and operates from the East Plumstead Baptist Church hall situated in a residential area in the London Borough of Greenwich. In addition to the large hall and a smaller side room, children have access via a reception hallway, to an enclosed outdoor area. The pre-school is open each weekday from 9.15am to 12.15pm term time only. The pre-school is registered on the Early Years Register. A maximum of 24 children from three-years-old to under five-years-old, may attend the pre-school at any one time and there are currently 25 children on roll. Free early education for three- and four-year-old children is provided. Children who learn English as an additional language, and children with special educational needs and/or disabilities, are supported.

There are three permanent members of staff and three relief staff. Of these six staff, one is qualified at level 4, two are qualified at level 3 and two are qualified at level 2. The pre-school has received accreditation from the Pre-school Learning Alliance and is a member of the Greenwich Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and well cared for by staff who successfully promote children's welfare and learning. Children with special educational needs and/or disabilities and those learning English as an additional language, are well supported as a result of the effective partnerships with parents and local agencies. A well-developed knowledge of every child's needs makes sure that each child is supported in their learning and development and that overall all children make good progress. Regular and thorough self-evaluation by the staff team and management committee successfully identifies priorities for improvement and they demonstrate a strong capacity to improve.

What steps need to be taken to improve provision further?

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

- encourage further children's abilities to respect the needs, views and feelings of others by showing them how to take turns and share fairly
- increase the range of strategies used by staff to promote children's listening skills by demonstrating appropriate conventions for conversations, such as modelling appropriate voice levels.

The effectiveness of leadership and management of the early years provision

Rigorous systems for checking and supervising adults that come into contact with children along with staff's thorough knowledge of child protection procedures mean that children are cared for by suitable adults. Records such as attendance registers and risk assessments are accurately maintained and help assure children's safety on the premises and when on outings. Policies and procedures are reviewed regularly and there is high regard for confidentiality. The manager leads by example and shares expectations for high standards of care and education with the entire staff team. As a result, all staff have good knowledge and understanding of each child's individual needs and all children make good progress overall towards the early learning goals.

Parents' views about provision and practice are strongly valued and taken into account in planning activities that meet the individual needs of children. For example, comments and ideas for development are invited through parent questionnaires, leavers' forms and the suggestion box. The results of surveys are displayed in the reception hall. Parents are encouraged to share news about their children with staff, on a daily basis and have more formal bi-annual meetings with their children's key persons, to discuss progress. Parents are further encouraged to share in their children's learning experiences by taking advantage of a loan scheme of resources. Parents have access to a wide range of books, puzzles and games that encourage children's understanding of community and diversity.

Children benefit because they are cared for by a well qualified staff team. There is a robust performance management process for all staff including the manager. Ongoing training needs are identified at the annual appraisal or during one to one supervisions that are held each term. Through this system of ongoing self-assessment and evaluation, used in conjunction with quality assurance reports from the Pre-school Learning Alliance, staff are challenged and inspired to bring about positive improvement. There is well documented evidence to show how children with additional needs are being supported. Clear and effective strategies being used to help them reach appropriate targets. Staff have good knowledge about when and how to make referrals to other agencies such as the speech and language service and local authority special educational needs coordinator.

In order to ensure consistency in provision, the manager regularly monitors systems such as the observation, assessment and planning cycle designed to meet the ongoing needs of all children attending. Weekly team meetings are used to reflect on what is being done well, to plan current and future activities and to target priorities for improvement. Staff are deployed effectively in the hall and outdoor area to ensure children's safety and to promote learning effectively. Activities and equipment are well organised and used. The indoor hall and outside garden are set up to draw children's interest and to give safe and easy access to resources and the different areas for play.

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

Children are confident and settled in their play and relationships with staff are good. Children make choices from the wide range of activities and resources arranged around the hall such as mixing paint with their hands or using the computer. In particular, children spend significant amounts of time in concentrated play at the sand and water tables. Here they learn about volume and measure using a variety of different containers, shapes and digging implements. Most children count up to ten with confidence and relate numbers to their age. Staff use a good range of strategies to support children who learn English as an additional language and as a result, most children become confident communicators. Frequent and well-assessed observations of children at play, along with parents' knowledge, are used to plan activities that challenge and extend all children's learning.

Children take responsibility for keeping themselves healthy by making suitable choices for their snack. They hand out wet wipes before eating, making sure the used wipes are put into a waste container. Children safely and freely move from indoors to the outside tiered garden areas. The outdoor area provides many opportunities for children to cycle and ride on scooters. Children learn about road safety by following the signs and arrows in the cycle area. Children keep themselves safe and manage risks such as stairs and ramps. They gain increasing awareness of the possible hazards to themselves and to others. The management committee gives no warning when the fire alarm will be sounded, therefore, children learn how to respond appropriately to possible danger.

Children fill watering cans from the water tray independently in order to look after plants growing around the perimeter fence. They have a mini greenhouse for gardening jobs and a container of sand for digging. Weekly visits to a nearby nursery that is a designated 'forest school' provide most children with a wide range of activities that promote understanding of the natural world. Staff encourage children to share and develop the ideas learnt at the forest school and they have set up a bug home in the garden.

Children's behaviour is satisfactory on the whole and most respond well to staff requests. Children excitedly take part in several activities over the course of the session and are keen to express their opinions and to take a lead part in pretend play. However, some children are less skilled in listening or taking notice, when others are speaking and are reluctant to wait their turn. Staff are vigilant and use a fair range of strategies to help children understand the needs of others and how to share and take turns.

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	3
The extent to which children develop skills for the future	3

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