

Earl Rise Pre-School

Inspection report for early years provision

Unique reference number	401757
Inspection date	11/10/2011
Inspector	Karen Callaghan

Setting address	St John's Church Hall, Earl Rise, London, SE18 7NF
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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

Earl Rise Pre-School operates from a church hall situated on a large housing estate in Plumstead. Children from the local area attend the pre-school, which is managed by a parent's committee and two play leaders. It has use of a large play room, a smaller room, a kitchen and toilets. There is no outdoor facility at the present time. The setting is registered to care for no more than 24 children from three years to five years at any one time. There are currently 12 children on roll, of whom 11 are in receipt of funded nursery education.

The pre-school provides sessions from 9.20am to 12.20pm daily during school term times. Children attend for up to five mornings a week. The manager holds a relevant National Vocational Qualification at level 3 and there are two other members of staff who hold qualifications at level 2; a voluntary member of staff provides administrative support for the team. The pre-school is supported by an advisory teacher from Greenwich Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This pre-school provides a safe, welcoming environment for children where they make good progress in their learning and development. The pre-school is responsive to the needs of the children, their parents and carers. It provides a good range of experiences, overall, based on the Early Years Foundation Stage principles. It shows a strong capacity to maintain continuous improvement owing to the high level of support it receives from the local authority. The ethos is a caring and supportive one where every child's needs are paramount.

What steps need to be taken to improve provision further?

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

- enhance observations so they are rigorous and the information gained is used more effectively to guide planning.
- encourage parents to share their views and ideas on the pre-school provision and incorporate these into the quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Safeguarding is of high importance; the children are kept safe and their welfare is

of paramount importance. Robust systems for recruitment ensure that children are well cared for by a suitably qualified and appropriately vetted staff team. All staff have attended safeguarding training and are clear about the steps to take if there are any concerns about a child's welfare. All the required documentation that promotes children's health, safety and well-being is of a high standard and put into practice on a daily basis.

Staff are led by a newly appointed manager, who is well supported by an excellent and experienced early years advisor. The manager actively seeks feedback from parents and staff. The small staff team ensure progress and development is of high importance. They use effective strategies to ensure all children are included and that equality and diversity is effectively promoted. Children learning English as an additional language are valued and supported by seeing pictures with labels written in their home language. Staff plan for each of the six areas of learning, make observations of progress and plan for future learning. They evaluate the impact of some of these plans and adapt them for the individual needs of the children.

The pre-school has made strong partnerships with parents and carers. Staff keep them well informed of their children's progress by talking to them, sorting out problems that may arise and giving advice. Half-termly newsletters are sent home to inform parents for instance of new developments and fund-raising events. Staff speak to parents on a daily basis and tell them of their child's progress as well as suggesting ways of extending learning at home. Parents say they are pleased with the activities on offer in the pre-school as well as the care given to the children. The pre-school has started to gather parent comments and suggestions on how to improve provision but are yet to incorporate these into their future plans for improvement.

The pre-school is highly committed to working in partnership with others including the Pre-school Learning Alliance and with local agencies including the health service and speech and language support services. This successfully promotes the child's learning, development and welfare. High quality reports are sent to local schools when the children leave thus helping to ensure continuity of education.

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

Children show that they are happy and feel safe in the pre-school; for instance, children are eager to come in and settle down to their chosen task and new children are soon comforted and join in with others. Staff know the children well and make them feel welcome. Relationships are good and staff work well together and are keen to discuss the needs of each child. The children develop a sense of responsibility as they tidy up toys and most show sensitivity in helping the newer children. They develop good hygiene routines when they wash their hands before they eat. Staff guide the new children and talk to them about how to treat others kindly and make sure they play safely. Activities are well planned and are matched

to the needs of the children. They begin to learn that eating fruit and vegetables is a healthy choice by being given the opportunity to try a variety of fruits as a snack, and make vegetable soup. They are given the choice of milk or water for a drink and show independence by pouring it out by themselves. As part of a healthy lifestyle they like to climb and slide and some manage to throw a ball with increasing skill. They enjoy listening to stories and are praised when they listen to others telling their news.

Children have started to make good progress in all areas of learning with the support of staff who encourage them to explain what they are doing and extend their language skills. Children are encouraged to learn to write their names by copying a good example. They count out building blocks and say how many more they will need to make a model. The children become absorbed when watching giant snails moving and eating. They make interesting observations and attempt to draw them with accuracy. By learning and applying a range of skills in the nursery through purposeful play, children demonstrate that they are becoming well prepared for the future. There is an excellent range of resources and while the provision lacks an outside play area, staff make sure that the children have an increasingly wide range of outstanding learning opportunities.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	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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