

Redwood Pre-School

Inspection report for early years provision

Unique reference number	508659
Inspection date	21/09/2011
Inspector	Shaheen Belai

Setting address	The Bell Centre, 3 Holloway Road, LONDON, E11 4LD
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Type of setting	Childcare - Non-Domestic
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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

Redwood Pre-School and Holiday Play Scheme registered in 1999. It is situated in Leytonstone, in the London Borough of Waltham Forest. Children have access to four play rooms, associated facilities and a fully enclosed outdoor play area.

A maximum of 56 children may attend at any one time. The pre-school is open each weekday during term-time only from 8am to 6pm. Children can attend for a variety of sessions. The holiday play scheme opens for the same hours and operates during all school holidays, except bank holidays and the Christmas period. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 82 children, aged from two to under five years, on roll. The pre-school receives funding for free education sessions for children aged two to under five. The setting currently supports a number of children with special educational needs and/or disabilities and a number of children who speak English as an additional language. The setting provides various additional services for the community, including family learning workshops.

The setting employs 13 members of staff, including the manager. All staff hold appropriate qualifications. The manager is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting offers a welcoming and inclusive provision for all children. Overall, staff's positive interaction and professionalism enable children to develop a wide range of skills in most areas of their learning. The setting provides a regular, two-way flow of information with parents and has strong partnerships with other agencies to help meet children's individual needs. Management and staff work closely together to evaluate their own practice. They also take advice from the local authority advisory team to continually improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children of all ages and abilities to find out about and learn how to use information and communication technology
- treat mealtimes as an opportunity to promote children's social development, while enjoying food and highlighting the importance of making healthy

choices

The effectiveness of leadership and management of the early years provision

Children are protected well through close staff supervision, high adult ratios and staff's thorough understanding of safeguarding procedures. Staff recruitment is robust. This ensures that only suitable adults may care for the children. Staff make regular risk assessments and daily checks to help ensure that children can play safely. Effective staff induction and ongoing training provides staff with up-to-date knowledge. This enables them to effectively support children in all areas of their care and learning.

The setting offers a bright, stimulating and well organised environment, both indoors and outside. Children have access to a wide range of quality resources throughout the day, which are carefully organised to be accessible to all ages and abilities. All children can move freely between the indoors and well-equipped outdoor area which supports their health and well-being and meets the needs of those who prefer to play outside. Children learn about each other and the community they live in as they play with a broad range of resources that show positive images of diversity and celebrate different festivals. Staff are deployed effectively. They often work in small groups so they can offer focussed support to individuals. A member of staff has recently been appointed to further support inclusive practice within the setting and in the community.

Parents give positive feedback about the care their children receive. They value the play opportunities on offer and the partnership with their child's key worker. Notice boards in the entrance areas keep them well informed. Staff and parents share information regularly and parent meetings are arranged each term. Parents have the opportunity to give feedback through regular questionnaires. This has led to the review and changing of opening times and the introduction of lunch for children. Staff also work closely in partnership with other professionals and specific agencies to support children with special educational needs and/or disabilities. They have established good links with schools to support children as they transfer to reception class.

The manager works closely with the management committee and they share a strong commitment to continuous development. Regular staff meetings and the input of the advisory teacher from the local authority allow the setting to evaluate its strengths and identify areas that need to be developed. Detailed action plans are in place and these are reviewed regularly. The setting has met all previous recommendations which has improved outcomes for children.

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

Staff are aware of their roles and are deployed effectively to support children's learning. They ensure that different themes keep children interested in imaginative play. Children enjoy easy access to book areas throughout the setting. They select books to look at on their own or to be read by staff. Their enjoyment of books is further supported because parents are encouraged to borrow books and 'chatter bags' to take home. Children who do not speak English or have limited speech are fully supported as staff use various effective methods for communication. For example, they use picture symbols, talk to the children in their home language or use basic signing. Children have access to the computer throughout sessions. However, the equipment offers limited learning opportunities for younger children and those with special needs and/or disabilities, as the equipment is not always easily accessible for them.

Children explore the use of different textures and materials as they take part in a range of creative activities, such as making collages. They use a range of sensory play materials that allow for them to explore with light, sound and texture. Children enjoy opportunities to ride a range of different bikes, wheel pushchairs, climb and learn to throw balls into the net. This range of play promotes their physical skills. Staff use a positive approach to support children to think for themselves and address challenges. For example, they use appropriate questioning skills and give children time to think through their answers. This helps children to problem solve and learn new skills.

Children's individual learning needs are met well due to good planning. Staff make observations of each child and use these to identify how the next stage in children's learning is to be supported. They identify children that need additional support and ensure that this is followed through. These steps ensure children are making progress in their learning and are developing a range of skills for the future. Children's creative work and photographs are displayed throughout the setting to show the wide range of activities they take part in and the progress being made.

Children are learning about keeping safe. Staff remind them of safe practice and photographs give them prompts. They take responsibility for keeping themselves safe, such as wearing hats when playing with sand. Photographs in the cloakrooms remind them of how to wash their hands. Children have a healthy diet and take part in cookery activities that promote healthy eating. Although staff supervise children at mealtimes they do not sit and eat with them. This means that meal times are not used as a social and learning experience. Children's behaviour is good. Staff use positive strategies and supervise children highly effectively.

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	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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