

Dunelm Grove Pre-School

Inspection report for early years provision

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Inspector

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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

Dunelm Grove Pre-school is run by a parent led management committee. It opened in 1993 and operates from a purpose-built building. The pre-school is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. It is open each weekday from 9am to 3.30pm during school term time only. A maximum of 20 children may attend the pre-school at anyone time. There are currently 28 children aged from two to under five years on roll. Children have access to an enclosed outdoor play area. The pre-school is situated in a residential estate located in West Norwood and within the London Borough of Lambeth. Children come from within the local catchment area. The pre-school currently supports children with special educational needs and/or disabilities and also supports a number of children who learn English as an additional language. There are six members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote most aspects of children's welfare, learning and development with success. Staff are proactive in ensuring that they have good knowledge of the individual needs of the children in their care. Children enjoy their learning in a safe and secure environment and make good progress. The partnership with parents and carers and other agencies is a key strength. Regular self-evaluation ensures that any priorities for future and continued improvement are promptly identified and acted on, resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of risk assessment includes information about who conducted it, date of review and any action taken following a review or incident (Documentation).
- 21/03/2011

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

- improve further the use of resources by encouraging older or more able children to make comparisons and increase their awareness of early numeracy
- encourage parents to provide appropriate food content at meal times to

- further promote children's understanding of healthy lifestyles
- improve further systems for observations and assessments so that these are linked to the early learning goals in order to provide a secure basis on which to plan children's next steps in learning and a clear picture of progress to share with parents overtime.

The effectiveness of leadership and management of the early years provision

The management group are good role models and support staff well. An effective recruitment and induction programme, as well as comprehensive vetting procedures ensure that adults working with children are suitable to do so. All staff are knowledgeable about their own roles and responsibilities to safeguard children. The continued suitability of staff is monitored through an effective appraisal system, identifying individual training and development needs. One member of staff is working towards a higher professional qualification. Most records required for the safe and effective running of the setting are well maintained. However, the record of risk assessment does not include all the information and is therefore a breach of requirements. Nonetheless, the environment is conducive to children's learning and promotes their safety. For example, the deployment of staff is good. There is a broad range of age appropriate equipment and resources that are easily accessible to the children in low level drawers and shelves.

Management and staff take effective steps to ensure that they continually improve outcomes for children. They regularly ask parents and carers and children for their views and ensure that these are used to inform important decisions making about the provision. Monitoring and evaluation of the quality of the provision enables them to implement appropriate improvements. Recommendations from previous inspections have been met and are bringing about sustained improvements to the early years provision, with particular regard to children's health and safety. Plans for the future are well targeted to bring about further improvements to the provision and outcomes for children. For example, the setting has been successful in securing funds through the Local Authority. Consequently, they are in the process of transforming the garden into a natural, ecologically friendly and enabling environment for the children. The pre-school receives information and support from the Pre-school Learning Alliance enabling them forge good working relationships with others.

The pre-school has highly positive relationships with parents and carers ensuring that each child's needs are met. Parents are kept well informed about their children and staff help parents to support their children's learning in different ways. Systems for keeping parents informed ensure that parents and carers have coordinated, accurate and timely information about the pre-school's work. For example, parents are informed about the Early Years Foundation Stage framework along with planning for the week and parent activities to enhance children's learning. Parents are encouraged to read with their children at home. They are invited to help in the pre-school for a session each term to see what their children do, interact with staff and understand their children's play. They receive daily feedback about their child's day as well as regular newsletters. They attend parent committee meetings every half term discuss policies and any changes. Staff have a good understanding of the Special Educational Needs Code of

Practice. They have a good knowledge of multi-agency working and make good use of the local authority support by establishing effective links with other agencies. Staff share best practice and have developed specialist knowledge and skills. For example, in different communication methods, such as signing and Makaton. This makes a strong contribution to children's achievements and well-being, enabling the successful inclusion of children with additional needs and those who learn English as an additional language. Although there are currently no children who attend other early years' provision, the pre-school are in the process of developing systems to ensure the smooth transition for children moving onto school.

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

Children are supported by staff who have secure knowledge and understanding of how children learn. They use a wide range of teaching methods, such as visual aids, and accessible activities both indoors and outdoors. This promotes a sense of achievement for all children. Information about children's achievements, interests and needs is used to plan activities to support children as they progress towards the early learning goals. Individual education programmes have clear targets that are reviewed and informed by the views of parents and other agencies. However, staff do not always link the observations and assessments to the early learning goals. As a result, these do not provide a secure basis on which to plan each child's next steps in learning or a clear picture of progress to share with parents. Children learn about the world they live in. They explore different cultures and beliefs through celebrations, exploring natural materials and enjoy visits in the local community. They have access to information technology and confidently use the mouse to access the different programmes on the computer. Children are learning to count and understand numbers through a range of practical experiences. They choose number activities during free play and enjoy number rhymes and songs. However, older or more able children have less opportunity to make comparisons and extend their understanding of numbers through simple addition and subtraction.

Children enjoy daily outdoor play and engage in a range of physical activities that contributes to a healthy life style. They move towards independence as they learn the importance of good personal hygiene and self care through effective routines. For example, helping themselves to foods and pouring their own water. Although staff encourage healthy eating by providing a range of salad vegetables and fresh fruits at snack time this is not reinforced by the parents who provide their children's lunch, including crisps, cakes and sweet biscuits. Children learn about keeping safe through regular practice of the emergency evacuation procedure. Road safety is reinforced during local outings in the community. Children are encouraged to develop habits and behaviour appropriate to good learners, their own needs and that of others: Staff praise children and talk politely, modeling good behaviour. Consequently, children are well behaved, polite and very friendly. There is a strong focus on supporting the language, communication and social skills to enable all children to achieve and participate. Children are well behaved and respond well to positive reinforcement. Staff teach children simple examples of

communication such as signing. This enriches all children's understanding of communication and enables children with communication difficulties to interact with staff and their peers. Children have good opportunities to develop their creativity and imagination, and explore colour, texture, space and movement as they take part in creative activities, water play, dance and role play.

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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