

Plumstead Common Pre-School

Inspection report for early years provision

Unique reference number 509637
Inspection date 04/11/2011
Inspector Alexandra Morgan

Setting address 65 Admaston Road, Plumstead, London, SE18 2TX

Telephone number 0208 854 2870
Email sarahjmilward@aol.com
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Plumstead Common Pre-school was registered in 1983. It operates from a church hall in Plumstead in the London borough of Greenwich. A secure enclosed outdoor play area is available. It is a registered charity, owned and managed by an elected parent committee. The pre-school is funded to provide free early education to children aged three and four years. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The pre-school is open each weekday from 9.15am to 12.15pm and each afternoon from 12.15pm to 2.30pm, during term time only. A maximum of 24 children in the early years age group, of whom none may be under three years, may attend at any one time. There are currently 17 children aged three to four years on roll. The pre-school is supporting one child with special educational needs and/or disabilities and a number of children learning English as an additional language. There are six members of staff, of whom all hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school offers an exceptionally welcoming and inclusive environment for children. Its robust procedures and efficient systems are extremely effective in promoting children's welfare, learning and development. Children delight in a wide range of stimulating and exciting play experiences in both the indoor and outdoor environments. The partnerships with parents and external agencies are a key strength to support meeting needs for all children, together with any other additional identified needs. The manager is extremely proactive in driving improvement. Overall, staff continually evaluate most areas of their practice successfully and maximise opportunities to further improve the outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the self-evaluation process to include the outdoor learning environment in order to identify where priorities for development will further improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff are extremely vigilant and have an excellent understanding of local safeguarding procedures, so children are safeguarded and extremely well

protected. Robust recruitment and vetting procedures mean that adults caring for children are cleared as suitable to work with them. Staff make very effective use of detailed and thorough risk assessments to support them in checking that the areas used by the children are safe. This means that children are able to move safely and freely around the pre-school both indoors and outdoors. The environment is well organised and accessible with a plentiful range of high quality resources. These arrangements enable children to play in areas of independent choice both indoors and outdoors. Supported by the inspiring staff, children thrive and make excellent progress. Staff are highly knowledgeable of the Early Years Foundation Stage and use this extremely well to extend the children's learning.

The manager and staff team all contribute to the pre-school's highly reflective self-evaluation. This takes account of most aspects of the provision, although the outside area is not included. Staff share high expectations and set high standards rooted across all areas of practice. The views of parents and children are gathered and considered through using surveys and regular consultation. All recommendations from the last inspection have been thoroughly and successfully addressed, such as the development of planning to improve learning outcomes for children. The pre-school actively promotes inclusion by welcoming all families, helping new children to settle quickly and offering additional support where appropriate. Staff are highly effective in enabling all children to be well integrated. The development of all in relation to their starting points is excellent. Staff are very successful in taking steps to close identified gaps in children's achievements. Consequently, the outcomes for children and their experiences are extremely positive. The pre-school forms very close working relationships with parents and carers. Parents speak glowingly of the staff and all they do for the children. A free flow exchange of information means that parents, carers and staff are all kept extremely well informed about every aspect of children's achievement, well-being and development. This means that parents and carers can become involved in their children's learning. Each child is well supported in making excellent progress towards the early learning goals. Relationships with other professionals and external agencies involved with the children are well established and highly effective, contributing strongly to supporting children's ongoing welfare and learning.

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

Children thrive in the homely and high quality, learning environment. The children are extremely well settled and they thoroughly enjoy taking part in a varied range of worthwhile and stimulating activities both indoors and outdoors. Children delight in making three-dimensional models using recycled materials, dancing, singing and playing with the plastic ducks in the water tray. Supported by knowledgeable staff, these activities enhance children's learning.

Staff undertake systematic and spontaneous observations that very effectively inform both individual and group planning. This means they are able to successfully meet children's individual needs and interests through a significant range of valuable experiences. Staff have extensive knowledge of particular

children for who they are responsible. They talk in detail about what these children can do and how they plan to move them on to their next identified stage of development.

Thorough assessment records are in place within the children's developmental profiles. These records clearly identify children's starting points and future learning, illustrated by a wealth of photographic evidence. The nature ability of staff to positively engage in everything children say and do enables children to feel valued. This further encourages the children to become highly inquisitive and active learners.

Children successfully develop their spoken language through interaction, conversation and answering appropriate questions posed by staff. Children develop excellent understanding that text carries meaning through the highly effective use of books, labels and signs. They have ample opportunities to successfully develop their creative skills through an abundance of materials, for example, paints, crayons and pencils. In addition, exciting outings to the Children's Story Centre encourages children to use and develop their imaginations through stories and role-play. Children have impressive access to information and communication technology, for example, through use of children's digital cameras, torches and a laptop computer. This contributes highly effectively in helping children acquire and apply appropriate skills for their future lives. Children's natural curiosity in living things is highly stimulated by regular visits from the 'Insect Man'. His collection of spiders and bugs both excites and entralls the children. Children develop their numeracy skills through a rich range of practical activities, for example, at snack time they independently count out and distribute the corresponding number of savoury crackers required for the children present. Regular visits to the library and shops provide highly stimulating opportunities for the children to identify and learn about different features of the local community.

Children develop an excellent knowledge and understanding of how to lead a healthy lifestyle. They benefit from regular fresh air and exercise during daily outdoor play and weekly outings to the park. This gives opportunity for them to gain an understanding of the changes that happen to their bodies when they are active. Children have an excellent awareness of healthy eating. Children and their parents contribute to a thought provoking healthy eating display, which further reinforces their understanding. Children develop excellent independence skills by helping to prepare and serve their own snack and pour their own drinks. Children are developing a highly impressive understanding of the importance of personal hygiene.

Children's emotional well-being is exceptionally well nurtured by the warm and purposeful interaction of the staff. They apply clear, consistent boundaries and children's behaviour is exemplary. Children play co-operatively, taking turns, demonstrating respect and concern for each other. They display a strong sense of belonging to the pre-school as, supported enthusiastically by staff, they carefully help to tidy away at the end of the session. Children are very confident and competent in communicating their thoughts and show a mature response to taking responsibility for their own and others' safety. They demonstrate this impressively during outdoor play when they listen and adhere closely to the instructions of staff. Children learn about safety through regular emergency evacuation practice. In addition, children safely use a range of challenging utensils and resources supported by exceedingly attentive staff.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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