

Vernon Preschool Play Group

Inspection report for early years provision

Unique reference number	EY231123
Inspection date	14/11/2011
Inspector	Natasha Parsons

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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

Vernon Pre-School was registered in 1983 and is managed by a voluntary management committee made up of local people and parents of children at the pre-school, past and present. It operates from a single storey building in the Bow area of the London borough of Tower Hamlets. The pre-school uses a playroom, kitchen, office, children's bathroom and an adult and disabled bathroom. All children have access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open from 8.45am to 11.45am and 12.15pm to 3.15pm Monday to Friday, term time only. A maximum of 20 children under eight years may attend the pre-school at any one time, of whom all may be in the early years age range. There are currently 25 children on roll, 13 of whom are in receipt of funding.

The pre-school employs two members of staff who both hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed and included, and they are happy and settled within the setting. They make very good progress in their learning and development. However, the limited range of activities and experiences reflecting diversity impacts on children's developing knowledge and understanding. Effective parental partnerships support children, but evolving wider partnerships do not promote all children's transition between settings and continuous learning. A strong commitment to self-evaluation results in improvements that meet the current needs of the service users.

What steps need to be taken to improve provision further?

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

- provide children with a range of activities and experiences that reflect diversity and challenge cultural, racial, social and gender stereotypes
- develop effective systems for communication between settings, that supports children's ongoing learning and transitions.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and their welfare is promoted because of the effective systems in place. Prompt action would be taken if there were any concerns about a child, which further protects children from risk. Children's safety is supported through a well developed risk assessment that accurately identifies risks so that hazards can be effectively minimised. Children's welfare and learning is promoted as staff deployment and interaction is well managed between the different areas of the setting.

Appropriate deployment of equipment and resources ensures accessibility for all children and there is no gender bias. There is a good range of equipment in place suited to the age range of children attending. Children are inquisitive and interested in what they are doing. They spend considerable time completing tasks, because they are well supported by the setting staff. Children have lots of opportunities to lead in their play and participate in adult-led activities.

Effective self-evaluation ensures improvements and weakness are readily identified. The staff team are committed to the ongoing development of the setting; for instance, the outside area is continuously developed and staff are always willing to implement changes to benefit the service children and families receive. Parents are provided with useful and effective written information, which clearly informs them about the setting and their children's experience while attending. Parents are able to share their knowledge of their children through written information. The setting values parental contributions; parents share their expertise within the setting, for instance, by taking part in reading and creative activities.

Children's welfare, learning and development needs are promoted. All the required documentation is in place and is maintained to ensure accuracy, accessibility and confidentiality. Good quality policies and procedures keep parents informed of the setting's practice on, for example, fees, illness and curriculum planning. Developing links with one local school helps some children, but not all, with the transition to school. Visits between the settings are arranged and relevant information is shared. Staff's knowledge of children and their families supports children's individuality and meet their needs while at the setting. All children are welcomed and are beginning to learn about diversity through resources including dolls, cooking utensils, and posters. However, this is not fully integrated throughout the setting and has been identified as an area for further improvement.

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

Children benefit from the small group size and the well organised setting, which is warm and welcoming. They have formed secure attachments with the staff and their peers. Well developed observations, formulated over time, inform the settings

planning, and clearly illustrate children's ongoing learning and progress. The uniqueness of each child is reflected in observations, and their achievements are celebrated. These are shared with parents and this supports effective parental partnerships.

Children explore the environment with interest. The balance of indoor and outdoor play, alongside child-initiated and adult-led activities, promotes this. For instance, children lead in their play when they decide it is cold outside and they want the climbing frame to be warmer they insulate it using sheets of card and tape to stick the card to the frame. They are supported by a skilled practitioner, who assists them and asks questions that develop their early understanding of science.

Speaking and listening skills are developing well, as children listen to stories and converse with their peers and adults. They have easy access to a good range of resources that enables them to explore and investigate freely as they build with construction toys, mix water into corn flour, and paint at the easel. There is a range of resources that incorporate technology and promote the development of life skills.

Children develop their physical skills when they run and explore the outside space, develop balancing skills and climb down the climbing frame with some assistance. This promotes their independence while providing challenge. Numeracy skills are used when children count the number of bounces the balls makes as it travels, and enjoy taking turns in throwing and chasing it. They learn that print carries meaning through labelling of equipment, name cards and pegs, and when enjoying the comfortable book corner.

Effective daily risk assessment keeps children safe. Systems are in place to further promote children's safety. These include not using the outside area until it is secured, and the close supervision of children at all times. Effective health routines promote children's well-being; they wash their hands before eating and after being in the garden, and use tissues for runny noses. A rolling snack time promotes children's independence as they decide when to eat and drink. Healthy snacks promote their good health and include bread sticks and assorted fruit. Children learn to take turns when they wait to pour their own drinks; social and caring skills are promoted when children serve others. Children learn to care for property when they help to clear away and return their coats to their pegs for storage. They are praised for their efforts and achievements, promoting children's self esteem and confidence.

Children have effective opportunities to explore and investigate freely in an enabling environment. Their understanding of the world around them is promoted as they observe the autumn leaves or the changing properties of corn flour as it changes from a solid to liquid when water is added. However, their understanding of the diversity that exists in society is limited by the range of activities and experiences currently provided.

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	3
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	3
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	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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