

Beacon Pre-School Playgroup

Inspection report for early years provision

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Inspector Caroline Preston

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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

Beacon Pre-school Playgroup is a committee-run provision. It opened in 1993 and operates from three rooms in a church hall in Beacontree Heath, in the London Borough of Barking and Dagenham. The pre-school serves the local community. It is open each weekday between 9am and 12pm during term time only. Children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend the pre-school at any one time. There are currently 20 children aged from two to under five years on roll, some in part-time places. The pre-school supports a number of children with special educational needs and/or disabilities. There are currently eight members of staff, all of whom hold relevant early years qualifications. The pre-school provides funded education sessions for children aged three and four.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met well and, overall, they make good progress towards the early learning goals of the Early Years Foundation Stage. Staff take positive steps to help safeguard children and provide a safe environment. Partnerships with others and parents are strong and help to meet the needs of children. Staff effectively evaluate their practice and show a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide activities for children to share experiences and knowledge from different parts of their lives with each other to develop their sense of community.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection issues. They know the pre-school's safeguarding policies and are aware of what action to take if concerns are raised. Regular training means that their safeguarding knowledge is kept up-to-date. Risk assessments are thorough and carried out daily. This helps to provide a safe learning environment for children. Staff are competent in carrying out their roles and responsibilities and are well deployed. There is a good range of resources which support each child's learning. The large hall is full of easily

accessible toys that interest and stimulate children. Children have ample space to move freely inside and outside.

The pre-school has effective systems in place for continuous self-evaluation. This allows staff to identify key areas for improvement that will help children to learn and achieve more effectively. Staff show a good capacity for improvement. For example, they have used feedback from parents about activities to plan more challenging play experiences for children. Effective leadership means that staff's training needs are recognised and support given. Staff are motivated to develop their knowledge and expertise in child development.

Partnership with others is well developed. The pre-school works closely with other agencies to support children with special education needs and or disabilities. This ensures a shared approach to their care and learning and supports them to achieve to their full potential. The staff's positive interaction with parents helps to meet each child's needs. They liaise with each other daily and share information frequently. There is an open door policy which helps parents to feel welcome and valued. They are fully involved in their children's learning and regularly have opportunities to see their records of progress. They are asked for their views about the service offered which further involves them in the running of the provision.

Staff have good knowledge of each child's background and needs which helps them to take positive steps to narrow any identified gaps in their achievement. Children learn about differences and wider society as they use toys that show positive images of diversity. They also take part in activities linked to different cultural festivals and celebrate Black History Month. Parents come in to discuss their cultural backgrounds and celebrations and staff and children taste foods from other cultures.

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

Children learn to stay safe as they walk to the shops. They stop and discuss road safety at the zebra crossing. Visits from local community police officers and the fire brigade also help them learn how to keep safe. They behave well and know the pre-school's ground rules of behaviour. They have positive attitudes and wait and take turns at all the activities. They help to tidy away play resources at the end of each session. Children develop a good understanding of healthy eating. They go out with staff and buy healthy snacks, such as fruit. They wash their hands before eating and after using the toilet. This means they learn about the importance of good hygiene. Children enjoy physical activity. They are confident in the garden, running, jumping and climbing and they regularly walk to the local shops.

Staff show an effective understanding of how children learn and progress. They support children well in their play and use questions and discussion to help children to learn from different experiences. They make thorough observations and assessments of children's learning which show that children make progress in all

areas. They use their assessments of children's progress to plan for their unique learning needs.

Children are interested and enthusiastic about play and learning. They create patterns and colours using glitter to make snowflakes. They skilfully cut paper, using the scissors correctly and safely. They sit quietly creating pictures using stamps. They enjoy rolling out play dough and use different shaped cutters. Children take part in role play. They pretend to blow out candles and cook in the toy kitchen. They develop social skills playing in small groups, sharing and taking turns. However, they are not encouraged to discuss their experiences from home to further promote their emotional development and sense of community. Children mark make using various materials, including pencils and paper and large chalks and chalk boards. They are developing good communication skills. For example, they sing hello to each other at circle time. They are finding out about different ways to communicate as they use sign language. They build and construct with various bricks and materials. They are developing their knowledge and understanding of the world and problem solving skills as they count money and pay for food at the local shops. They use resources that help them learn about technology, such as typewriters.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met