

# Childville Pre-School

Inspection report for early years provision

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**Inspector** Rufia Uddin

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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*.

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## **Description of the setting**

Childville Pre-School was registered in 2011. It is operated by Childville After School Services Ltd, a private company. It operates from the premises of Curzon Social Club in a residential area in Thames View, in the London Borough of Barking and Dagenham. The children have the use of a hall and an enclosed outdoor play area. The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 23 children on roll in the early years age group. There are six members of staff employed to work with the children. Of these, five hold relevant early years level 3 qualifications. One member of staff is working towards a level 2 early years qualification. The pre-school is open five days each week from 9.30am to 12.30pm for 38 weeks of the year, term time only. It is in receipt of funding for the provision of free early education for children aged three and four years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, confident and have settled well into the routine of the setting. All areas of learning and development are covered well in the range of activities provided and the needs of individual children are met well. Good relationships with parents and other professionals are developing and detailed information is shared regularly with them. Detailed policies and procedures are in place and are effective. Although the staff and management are committed to drive improvement, they have not yet completed a formal self-evaluation. They are able to discuss areas for improvement.

## **What steps need to be taken to improve provision further?**

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

- provide further opportunities for children to develop an understanding of the benefits of healthy eating and fresh fruits
- develop opportunities to promote children's interest in books by making them more attractive and available.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded effectively. The strong leadership of the owner, supported by an able manager and qualified staff team, ensures children's welfare, learning and development are promoted. There are effective systems in place to promote their safety. Staff demonstrate a good understanding of safeguarding procedures in order to protect children. Management ensures that recruitment

procedures are sufficiently effective so that staff are suitable to work with children. Vetting procedures for all adults who work with children are robust. Records required for the safe and efficient management of the provision are maintained, including thorough daily risk assessments. Risk assessment records cover all aspects of the children's day and include the dates of completion, reviews and any action taken following a review or incident. Detailed risk assessments cover all areas of the environment including outings. This all helps to minimise hazards to which children are exposed. Fire drills are carried out regularly to ensure that all children are made aware of what to do in case of an emergency. All drills are recorded and evaluated, and staff maintain first aid qualifications; this means children are likely to receive appropriate care in an emergency or following minor accidents or injury. Effort is taken by staff to ensure the premises are attractive and welcoming to children despite the restrictions of using a hall. They set out a wide variety of resources which stimulates children's interest and enables them to learn through experiences. The pre-school is clean and welcoming. Children can access resources to initiate their own play as play resources are stored at a low-level, which develops responsibility and independence. Children have free-flow access to a secure outdoor play area and consequently benefit from fresh air and exercise.

The pre-school promotes equality and diversity well. An interesting range of toys and play resources, such as books, dressing up clothes and the celebration of different festivals, help children learn the value of diversity and to understand and embrace differences of cultures and religions. All children are encouraged to enjoy the range of play opportunities offered, which promotes inclusion. Staff are aware of children with special educational needs and/or disabilities and where needed, children receive good support from the staff. Children with English as an additional language are also supported because the group ensures they feel included into the setting. Key words in different language and dual language books and welcome signs reflect the commitment to inclusion. Warm relationships have developed between children and staff which helps children to feel safe and included, and consequently, children are responsive to staff. Children know the pre-school rules regarding personal safety, and staff use positive strategies to manage unacceptable behaviour. This also promotes children's safety and allows children to learn right from wrong in a calm atmosphere which is conducive to learning. Children are frequently praised and encouraged, which helps to foster self-belief.

Engagement with parents helps to meet children's needs. Parents are informed through the use of newsletters and daily communication. Staff take time to talk to the parents each day about their child, whose developmental records are easily accessible to the parents. This helps to ensure parents are included and that their contributions are valued. An effective key person system supports children and their families and this helps to ensure the daily planning of activities reflects children's individual needs and interests. The pre-school also works with others, for example, by organising visits with the local school. This helps to familiarise the children with their new school and helps to eliminate stress when they start.

The owner has a clear vision about the future of the pre-school. She is aware of the need to evaluate the service to promote improvement and work closely with the manager and staff who play an active role in making changes. The pre-school

works constructively with the Early Years Team and staff are supported in attending further training and gaining skills and knowledge. Regular meetings enable staff to share new ideas and ensure they are able to participate. They demonstrate a commitment to improving outcomes. This helps to create a positive learning environment and demonstrates a capacity to maintain continuous improvement.

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

Staff have a clear understanding of how children learn and know the children well. They are therefore able to plan a variety of activities to meet the interests of children and promote their inclusion. Through careful observations and consultation with parents staff identify areas for development, and as a result, children in the pre-school make good progress. Children also benefit from flexible planning which enables many activities to be child-led and consequently, children are able to make choices and are keen to explore and try new experiences. Staff also use information obtained from parents to gain an understanding of children's starting points and interests. Key persons observe children as they play. They evaluate the progress made and understand how children interact with each other and with the play opportunities. Staff take care to use any assessment information and the ideas of the children to plan future activities. This helps to keep children interested in what they do.

Children enter eagerly and quickly settle into the routine of the day. There are a number of displays that show children's own work helping to develop their sense of achievement and self-esteem. A good range of play opportunities and activities, which cover all areas of learning, are provided and ready for children on arrival. Children display good hand-eye coordination skills as they play with puzzles, and mark-make in varying ways, such as by using pens, pencils, paintbrushes, chalks and drawing patterns in the sand. Children develop creative skills as they have access to paint and water play and enjoy modelling with play dough. They use musical instruments and sing, and enjoy making music with pots and pans in the outdoor area and therefore, begin to learn about sound and rhythm. The children are beginning to represent numbers when singing songs which helps them to develop early numeracy skills. Regular singing also supports the children's developing language skills, and mark-making opportunities support children's early writing skills. Children can choose to look at books however; the selection available may not inspire all children to choose them. Children's communication skills develop well. This is because staff develop phonic skills through games and activities. Children learn about the wider world through very well planned activities. They learn about cultures and beliefs through celebrations such as those relating to Christmas and Chinese New Year. Play resources also provide opportunities for children to learn about diversity and the wider community they live in. Children have access to a range of programmable toys and role play with items such as telephones, which can help them to begin to develop an understanding of information technology. Their understanding of shapes and measurement is also developing well through activities such as water play.

Children are gaining in independence as they can access the toilet by themselves and wash their hands at all appropriate times, especially after using the toilet, before eating snacks or after playing in the garden. Children have access to a rolling snack area as they sit down to have their snacks when they are ready to eat. Although potential exists to further promote children's understanding of healthy eating by talking to them about it at snack times, children benefit from opportunities to eat snacks which are balanced, varied and nutritious.

Children are kept occupied and motivated at all times, which contributes to their good behaviour. Staff are calm and make effective use of praise and encouragement to promote children's self-esteem. A system is in place for the staff to liaise with external agencies to ensure children get appropriate support. Good links are in place with a range of professionals including the Special Educational Needs Coordinator. Appropriate support is identified early, to ensure children are fully included in the pre-school and have opportunities to achieve their potential.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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