

Lenwood Daycare

Inspection report for early years provision

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| Unique reference number | EY284864 |
| Inspection date | 19/01/2012 |
| Inspector | Shaheen Belai |

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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

Lenwood Daycare registered in 2004 and is managed by the Pre-school Learning Alliance (Newham). It operates from Lenwood Church in Plaistow, in the London Borough of Newham. Children use a large hall and associated facilities. They also have access to two secure enclosed outside play areas.

A maximum of 30 children under eight may attend at any one time; of these, all may be in the early years age range. There are currently 39 children in the early years age group on roll. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday during term-time only. It is open from 9am to 4pm for full-time sessions and for part-time sessions from 9am to 12 noon and from 1pm to 4pm.

The group is in receipt of funding for the provision of free early education to children aged two, three and four. It currently supports children who speak English as an additional language.

The group employs five staff members, including the manager, all of whom hold a recognised childcare qualification of level three or above. One member of staff also holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have an excellent knowledge of the Early Years Foundation Stage and, as a result, children make excellent progress. Children take part in an extensive range of play opportunities in a safe and stimulating environment. They benefit from the inclusive environment which values their unique qualities and promotes respect for each other. There are robust systems for a regular, two-way flow of information with parents. Significant improvements have been made since the last inspection. Generally effective systems are in place to identify the group's strengths and areas for development. However, self evaluation remains an area for further development.

What steps need to be taken to improve provision further?

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

- develop further systems for reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff are fully aware of their roles in safeguarding children. They attend regular safeguarding training and review their safeguarding procedures frequently. They carry out effective daily risk assessments of the premises and for outings. All required documentation to meet children's needs is in place. Staff have clearly designated roles and responsibilities and work highly efficiently as a team. They are deployed to constantly provide children with high levels of supervision and support. Students receive good levels of guidance and support. Staff attend regular training which keeps their knowledge up-to-date and enables them to provide a service that supports children fully.

Children flourish as a result of the highly welcoming, well-organised and stimulating learning environment. They confidently choose from an extensive range of equipment and resources which is suitable for their ages and developmental stages. For example, a comprehensive range of tactile resources, such as natural materials, support children's sensory skills. The children also use the local park and visit the library to extend their learning experiences. The outdoor play area is enchanting with a range of bright posters and colourful large equipment.

Children and parents with English as an additional language receive outstanding support from staff, enabling the children to thrive and make excellent individual progress. Staff use words in the children's home language to help them feel valued and use sign language and pictures to help them communicate. In addition, the parent handbook is available in a number of different languages. All children develop significant respect for themselves and others as they learn about the wider world and the differences in others. They use a rich and plentiful range of resources that portray diversity in a positive manner. For example, children use interesting musical instruments from other cultures and an extensive range of books reflecting the differences in each other.

Staff have developed exceptional partnerships with parents. Parents speak very highly of the staff, the range of activities and the extremely good progress their children make. They describe the setting as 'brilliant'. They value the daily feedback from staff, the regular meetings held to exchange information on their child's development and the termly parents' meetings. The group also uses regular newsletters, parental questionnaires and notice boards to share information highly effectively. The innovative use of voice recorders allows parents to leave messages expressing their views. This initiative is valuable for new parents, as they can obtain feedback from existing parents. Effective links are in place with other professional agencies and other settings delivering the Early Years Foundation Stage to support children's individual needs. For example, the group has set up visits with the local primary school for when children are ready to move on.

Staff have met all previous recommendations which has led to a healthier, safer and more stimulating environment for children. The group is part of an accredited quality assurance scheme which helps staff to reflect on their achievements and

the service provided. Staff and management share a clear commitment to maintaining continuous improvement and providing the best possible outcomes for all children. However, the current systems for self-evaluation are not consistently strong and ongoing and remain an area for further development.

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

Children make extensive progress based on their starting points. Staff plan activities and experiences according to children's individual learning needs and interests. Robust daily planning means that children of all abilities gain excellent skills for the future. All six areas of learning are deeply embedded in the planning and made accessible both indoors and outdoors. Staff monitor children's development closely to check that they are making progress. They use regular observations to identify the next steps in children's learning journeys and support them thoroughly. They interact with the children skilfully and extend their learning. For example, they question them, challenge them or encourage them to assist their friends with challenges.

Children show they feel safe and secure as they settle enthusiastically on arrival. They make good relationships, gathering in small groups to look at books or helping their friends to complete a task. The cosy, comfy book area is very well-resourced which helps children learn to love books. There are also stimulating books which staff use to extend children's learning. For example, books about healthy eating are available in the snack area and books about the human body are used in the medical role-play area. Children are developing excellent early writing skills. They enjoy mark making as they paint, draw and use notepads and wipe boards.

Children are intrigued by the extensive range of electronic and technological equipment and they spend long periods exploring them. For example, they match pictures on the computer, operate torches in the dark tent and explore X-rays on the light tray. Children are developing excellent numeracy skills. Older and more able children show great confidence as they count to 10 and recognise shapes and colours. Children explore their senses using various resources, including natural materials. They also use these resources to support their developing vocabulary. For example, they use the 'feely box' and describe what the item may be.

Children are well-behaved. They know what is expected of them and benefit from the positive behaviour strategies used by the staff. They learn about taking turns and developing good manners. They are also learning about safety issues as staff give prompt reminders and clear explanations. For example, they talk about why children should not walk around carrying scissors and why they should not run indoors. Children adopt good, healthy lifestyles. They learn to make independent, healthy choices from the fully-stocked snack bar. They develop skills in serving themselves, cutting their own fruit and washing up their own plates. The menu is varied. For example, children enjoy snacking on fresh fruits, cheese, vegetables, dips and breads. They are eager to exercise, gathering quickly to put on their coats

and racing outdoors. This supports their physical well-being.

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

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| 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

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| 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 | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 1 |
| 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 | 1 |

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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