

Angelface Pre-School Breakfast and After School Club

Inspection report for early years provision

Unique reference number	EY427634
Inspection date	23/01/2012
Inspector	Pamela Bailey

Setting address	1 Holmshaw Close, Sydenham, London, SE26 4TH
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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

Angelface Pre-School is a pre-school that also runs a breakfast and after school club for children in the early years age range. It is privately owned and registered in 2011. It operates from a hall in a community centre. Children have access to an enclosed outdoor play area. The pre-school is located in a residential and commercial area of Sydenham, situated within the London Borough of Lewisham. It is open Monday, Wednesday, Thursday and Friday from 8am to 6pm and Tuesday from 8am to 12 noon, during school term times only.

The pre-school is registered on the Early Years Register. Up to 20 children in the early years age range may attend at any one time; of these, none may be under the age of two years. Currently, there are 20 children on roll aged from two to three years. Children attend a variety of sessions, including part-time. The pre-school provides free early education to children aged three and four years. The pre-school currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

There are six staff working with the children. Of these, five hold relevant National Vocational Qualifications at level 2 or 3, and three are working towards a higher professional qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make steady progress in their learning and development given their age, abilities and starting points. Engagement with parents is suitable, although not all children who speak English as an additional language are equally supported through key words being sought and used. Most documentation for the safe and efficient management of the setting is in place, although the safeguarding policy is not in line with local guidance and procedures. Children are cared for in a generally safe environment, but not all hazards have been addressed and there are not sufficiently regular emergency evacuation drills. Partnership with other providers is in its infancy and does not yet fully promote continuity and progression. Overall, the setting demonstrates a capacity to maintain steady improvement through sound use of self-evaluation and seeking the views of parents.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take reasonable steps to ensure that hazards to

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children outdoors are kept to a minimum (Suitable premises, environment and equipment)

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

- update the safeguarding policy so that it is in line with the Local Safeguarding Children Board guidance and procedures
- carry out regular evacuation drills so that all children become familiar with emergency procedures
- develop children's communication skills and value linguistic diversity further by finding out and becoming familiar with key words in their home languages
- develop further the two-way flow of information with other providers offering the Early Years Foundation Stage, ensuring information about children's next steps for development are discussed and shared to ensure continuity and progression.

The effectiveness of leadership and management of the early years provision

Staff have an up-to-date understanding of child protection issues and their responsibilities in working effectively with relevant agencies to protect children. However, the written safeguarding policy and procedure to be followed in the event of an allegation being made against a member of staff is not in line with the Local Safeguarding Children Board (LSCB) guidance and procedures. Staff identify dangers using risk assessments and take appropriate steps to reduce most hazards to children. Although staff have identified that the easily accessible overgrown bushes and broken trampoline in the outdoor play area pose an element of risk to children's safety, very little action has been taken to minimise the risk. This breaches requirements. Clear recruitment and vetting procedures help to ensure that staff working with children are suitable to do so. Many of the staff are trained in paediatric first aid, thereby helping to ensure the provision of appropriate care if there is an accident. The implementation of effective daily routines and the staff's own practice prevents the spread of infection and help children to develop appropriate self-care skills.

The environment is welcoming and mainly conducive to learning. Staff provide a varied range of equipment and resources that support children's learning and development across all areas of learning. Overall, children make satisfactory progress in relation to their starting points. Children's assessment profiles are adequately presented and provide parents with an informative record of their child's progress that includes photographs of children participating in activities. Parental involvement and suggestions for how to support children's learning at home enable parents to play an active role in their child's learning, which impacts on the progress children make. Staff seek information from some parents to support children who speak English as an additional language, although this practice is not sufficiently established to be done consistently.

Effective partnerships has been established with Lewisham Early Years Action and

Resource Network (LEARN) and early intervention team. They regularly share best practice and staff are able to access specialist knowledge and skills, resources and equipment. This helps to ensure efficient systems are in place to provide support for most children and families where appropriate, at an early stage. The setting works less effectively in partnership with other professionals involved with children in their care. For example, although staff sometimes meets with the local nursery school staff to discuss individual children and their care needs, they have not yet introduced arrangements to discuss children's next steps in their learning in order to fully promote continuity and progression.

Since registration, the setting has implemented a suitable system to help staff reflect on practice and actively seeks the view of the parents through a questionnaire. Parents comment favourably on the service provided and staff are currently addressing suggestions made by the parents. For example, staff are in process of organising a trip to the environmental centre as a follow-up to a familiar and well-loved story known by the children. Regular analysis of staff training needs ensures staff attend a variety of courses that enable them to keep up to date with changes and learn new skills. Staff are committed to continual professional development. For example, one member of staff is currently working towards achieving a full and relevant qualification, while others are working towards a higher professional qualification. This shows the setting has sufficient capacity to improve standards and make progress based on what has accomplished so far.

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

Staff have a clear understanding of how children learn. They have begun to make useful links between their plans and the regular assessments they make of children's progress. Written plans are linked to the six areas of learning and make apparent what children are expected to learn from activities. Staff generally interact well with the children and demonstrate a positive attitude towards children's learning. As a result, children are steadily developing the skills they require in order to progress in their future learning. Children are developing their personal independence through selecting resources and helping themselves to food and drink. They learn about the benefits of healthy eating because they are offered a balance of nutritional meals and snacks. Fresh drinking water is readily available for children to help themselves throughout the day. Opportunities are provided for outdoor play during the morning and afternoon sessions whereby children can develop their physical skills and get fresh air.

Children behave well, enjoy each other's company and know the routines and boundaries when they are at the pre-school. Children are learning the necessary skills to keep themselves safe when using equipment, supported effectively by staff. Although there are some opportunities for staff and children to practise the emergency evacuation procedures these are not regular enough to ensure that all children become familiar with the routine in the event of an emergency. Children are learning about diversity and the world in which they live through planned topics, such as 'Ourselves' and celebrating festivals. They have access to a sufficient

range of resources that promote positive images of all people in society. Children explore various information technologies to assist learning in how things work.

Children are at ease when speaking in familiar group situations. They enjoy books and understand that print carries meaning through reciting well-known stories. Children have plenty of opportunities to recognise and write their names. For example, they find their names as they self-register on arrival and label their work. Staff support some children who speak English as an additional language by using their home language during activities. However, key words have not been sought for all children's home languages to equally support their communication skills and value their different backgrounds. Children confidently practice their pre-writing skills during practical role-play activities, using notepads in the office to record telephone messages. Children begin to learn about more or less through number rhymes. Staff allow children to problem solve for themselves when completing a range of puzzles at varying levels of complexity. Children explore colour, shape, different textures and use a range of tools in their play. They use their fingers, brushes and rakes to make patterns in sand, shaving foam and paint. They investigate the changes that occur when primary colour paints are mixed together. Children build and construct using different materials. For example, they make models and shapes from clay. Children participate in singing sessions, experiment with sounds and enjoy clapping out loud and soft rhythms.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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