

Burnt Ash Pre-School

Inspection report for early years provision

Unique reference number	129088
Inspection date	22/02/2010
Inspector	Silvia Richardson

Setting address	Burnt Ash Hill, Lee, London, SE12 0QD
------------------------	---------------------------------------

Telephone number	020 8857 9910
-------------------------	---------------

Email	
--------------	--

Type of setting	Childcare - Non-Domestic
------------------------	--------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Burnt Ash Pre-School was registered in 1994. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The Pre-School operates from the Burnt Ash Methodist Church hall in the Lee area of the London borough of Lewisham. A maximum of 20 children may attend the Pre-School at any one time. The Pre-School is open Monday to Friday from 9.30 am to 12.00 pm and 12.30 pm to 3.00 pm Monday to Thursday, term time only. There is suitable disability access and a secure enclosed outdoor play area.

There are 36 children on roll in the early years age group. Children come from the local community. The setting supports children with learning difficulties and disabilities and children for whom English is an additional language. There are three staff working directly with the children including the group leader. Two staff are trained to NVQ level 3 and one is working towards NVQ level 3 in early years. The setting receives support from Lewisham Early Years Advice and Resource Network. Burnt Ash Pre-School is managed by a parent committee.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are relaxed, settled and purposefully occupied, because adults develop positive relationships with them and support children's play and learning effectively. Children enjoy a variety of attractively presented activities across the six areas of learning, helping them make steady progress towards the early learning goals. Children are valued as unique individuals and partnership links are strong, facilitating children's individual needs in being appropriately addressed. The settings capacity for improvement is good, with clear plans in place for improving welfare, learning and development outcomes for children.

What steps need to be taken to improve provision further?

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

- improve safeguarding children procedures, ensuring assessment, discussion, consultation and decisions are clearly recorded with proposed next steps
- ensure children have ready access to a wide range and variety of resources, supporting independent learning and portraying positive images of differences

The effectiveness of leadership and management of the early years provision

There is a designated person who is trained and responsible for safeguarding children, ensuring procedures are followed when worried about a child. Adults know what to look out for, who to report to and they record their observations and

concerns. However, after the initial assessment, any discussion, consultation and decisions are not recorded and it is unclear how children remain safe and protected after concerns have arisen. A designated member of staff is responsible for identifying and supporting children with special educational needs and is ensuring good links with other agencies, so that children's individual needs are addressed and met effectively. Adults create an inclusive environment, so that children are able to participate well in group activities and also learn at their own pace. Children are guided and supported while they play, ensuring equality and fair turns in their access to toys and play materials and in contributing to whole group activities. Very few resources reflect diversity and positive images of differences, limiting children's opportunities in developing a positive self image. Children do, however, take part in a range of hands on practical activities, enabling them to learn about different religious and cultural customs.

Resources are deployed so that children are effectively supported by adults with the toys and play materials set out for them, following the planned programme. Few additional resources are available, so as to extend children's choices and promote more independent exploration. However, children concentrate well and make new discoveries with the resources available, because adults are skilled in helping children learn and consistently praise and encourage them. The group leader and staff are effectively evaluating the setting and have clear priorities, with plans in place to drive improvement and better outcomes. Partnership links are particularly good and effectively address children's needs, because the manager actively pursues contact with agencies and engages parents in learning and safeguarding processes. Parents form the management committee and information about the group is made readily available to all parents and carers. Parents are engaged in children's learning, coming into the setting and working directly with the children, facilitating their understanding of different religious and cultural events.

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

Children are playing and learning happily in the setting, getting along well with others and contributing effectively in whole group activities, because adults are warm and attentive. Adults sit with children, talk to them and ask them questions, helping them to make discoveries and try out new skills. Adults have a good overview of individual children and dip in and out to support them, as required. Children are very happy learning independently because the activities set out for them are attractive, interesting and motivating. Children talk about 'caring sharing' and adults encourage children to use resources in different ways in a positive manner, to discourage undesirable behaviour. Starting points are clearly recorded and children are observed in activity across all six areas of learning, enabling adults to acquire a good understanding of children's attainments and future learning needs. Observations are matched to the early learning goals, so that adults are able to plan effectively to bridge any gaps in children's learning. Clear targets are set and parents are consulted and invited to contribute to learning plans.

Children feel safe and secure in the setting because they develop positive relationships with both adults and peers. Children feel able to ask for help and readily approach adults for assistance. They enjoy a real sense of belonging especially during whole group activities, during which time each child has opportunities to make valued contributions. Children have opportunities to enjoy fresh air and exercise and adopt healthy life styles through regular hand washing routines and healthy snacks. Children enjoy fresh fruit and water during the course of the session and arrangements provide further opportunities for children to develop social skills in a small group setting. The well planned programme of activities is enabling children to make good progress and to enjoy and achieve in the setting. The limited range of additional resources, including those reflecting diversity, are having some impact on children developing skills for the future, regarding independent learning and appreciation for differences.

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	2

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	2
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	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	3
--	---

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	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----