

# Lincoln Hall Preschool

Inspection report for early years provision

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**Unique reference number** 119584  
**Inspection date** 29/05/2012  
**Inspector** Jane Wakelen

**Setting address** 70 Fern Street, London, E3 3PR

**Telephone number** 020 7987 8057

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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

Lincoln Hall Preschool opened in 1982. It is situated in the Linc Centre in Bow, in the London Borough of Tower Hamlets. The preschool is managed by a voluntary management committee. There is access to a fully enclosed garden. The playgroup serves the local community and provides two sessions each weekday from 8.45am to 11.45pm and 12.30pm to 3.30pm, 38 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children in the early years age group may attend the pre-school at any one time. There are currently 64 children aged from two to five years on roll. The pre-school provides funded early years education for two, three and four-year-olds and supports children who have special educational needs and/or disabilities and those who have English as an additional language.

The pre-school employs five full-time and two part-time members of staff, all of whom hold appropriate early years qualifications. The manager has recently completed her degree in Early Childhood Studies.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because of the positive interaction from the staff and the generally, stimulating environment. Children are safe and feel secure playing in the fully inclusive pre-school setting. Outstanding partnerships with parents and outside agencies ensures children's individual needs can be met. Regular self-evaluation and reflection at the end of each day enables the staff and manager to identify the strengths and areas to develop, for example the need to improve consistent boundaries for behaviour. This constant monitoring and reviewing ensures continuous improvement to promote outcomes for children.

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

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

- provide support and a structured approach to those children with particular behavioural or communication difficulties to help them achieve successful personal, social and emotional development
- improve mathematical and ICT resources to make them readily available both indoors and outside.

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

The manager and her competent staff team demonstrate a high level of commitment to ensuring children's safety whilst in the pre-school. All staff have completed safeguarding training, which is regularly updated, to ensure staff understand and implement the well-written policy. All relevant information and contact details for outside agencies is easily accessible, enabling staff to find information, when necessary. Regular, effective risk assessments carried out by the staff, provide children with a safe, secure environment. All staff hold Criminal Record Bureau checks and receive annual appraisals and regular supervision to ensure their on-going suitability. A high percentage of staff hold current paediatric first aid certificates, supporting children in the event of an accident. Children are taught about keeping themselves safe, for example they are reminded about bending their knees when jumping from the high platform. However, not all staff use consistent boundaries for behaviour, resulting in children running outside, on occasions, causing a hazard to other children.

Equality and Diversity is seen by the staff and manager as central to all of their work. There is a vast diversity of culture and religion among the staff and children, in addition to children with special educational needs and/or disabilities. This range of differences provides a truly inclusive setting. Signs around the room are written in different languages and some staff are bi-lingual, enabling them to talk to parents with limited English speaking skills. All staff have an excellent knowledge of children's individual backgrounds and use this information to support their key children. Resources throughout the pre-school reflect diversity through the toys, posters and the planned activities for different celebrations from different cultures. For example, children learn about Eid, Hanukah, Chinese New year and Saint George's day. There is an exciting range of resources and equipment throughout the nursery, with a truly stimulating outside area which is always accessible. Staff encourage children to make choices and transport the various toys around the pre-school to meet their individual needs and interests. Particular attention has been given to the needs of the two-year-olds, because staff understand the differences in development for the younger children.

Parents are exceptionally happy with the care, support and partnership they have with the staff. Home visits and settling-in visits provide the important initial contact between the family and staff. All parents are given copies of the policies and procedures. Regular meetings with parents to share information about their child's progress, including the use of memory books, keeps parents very well informed and enables them to be fully involved in the assessment process. Photographs of the children adorn the walls and the display boards, providing children with a sense of belonging and pride. They see their own creations in their pictures, displayed around the walls, reflecting how staff value children's achievements. The pre-school staff, especially the inclusion officer, are highly committed to working in partnership with others and take a lead role in establishing effective working relationships. The excellent channels for communication, which have been established by the pre-school provide exceptional links to successfully promote children's learning and development.

The manager works with her well-qualified team of staff to drive her ambitions and commitment to the preschool. She encourages all staff to be involved in the decision making process to monitor and evaluate the provision on a daily basis. Team meetings provide a good forum for discussion and support the self-evaluation process. This information is then used to adapt or alter the environment to meet children's individual needs. Training is encouraged for all staff, with the manager recently completing her degree in Childhood Studies. Two staff have been trained to monitor and evaluate the setting, using local authority rating scales, with emphasis on working and planning for the learning and development of two-year-olds. This comprehensive monitoring and reflecting on practice ensures good continuous improvement to promote good outcomes for children.

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

Most children arrive happily and eagerly find the toys or activities that interest them. They have free choice, from both indoors and outdoors, using a good variety of resources. There are exciting opportunities outside to explore with sand, mud and water. Children put on wellington boots and splash around in muddy puddles or carefully water the cabbages and sweet peas they have planted. Other children enjoy the challenge of climbing onto the platform and going down the slide or swinging on the material swings. Covered areas create an interesting and exciting space, in addition to allowing children to play out of the direct heat of the sun. Water play is a firm favourite with children, who enjoy washing the dolls or pouring water down the drainpipes that are put at an angle to allow the water to flow. These wonderful opportunities allow children to benefit from fresh air and exercise on a daily basis.

Indoors, children experience heuristic play, using a good range of natural materials such as shells, fir cones, corks and different materials. They can use the magnifying glasses to explore the different resources or use the binoculars to hunt for bugs in the garden. The role play area provides opportunities for children to act out familiar roles from home, using the lovely wooden appliances. Books are valued within the setting and children are encouraged to share books with each other and with an adult. Boxes are clearly labelled as to the types of books and the 'rain forest' theme with the natural grasses, plants and green den, encourage children to enter. A sensory area allows for quiet time or time to share small group activities with an adult.

Children develop skills and gain an understanding of the wider world to enable them to develop skills for their future. Children are able to see words and labels within their environment, both indoors and outdoors, although numbers are not so freely accessible. Staff label children's work with their names and give titles to displays to encourage children to gain an understanding that print carries meaning. Staff talk to the children about what they are doing, asking questions to extend children's learning, although on occasions these are closed questions. Staff encourage children to count when playing, such as how many people have you

drawn or look at shapes in their environment. Children are beginning to use mathematical language in their play, for example, "where is the big bucket ?" and "this is a tiny flower". However, numbers are not used effectively within the environment, preventing children gaining a good understanding and recognition of number. A computer is available to children, along with a compact disc player for children to learn about communication technology. However, at present there are limited resources to fully promote information and communication technology within the setting.

Children gain a good understanding of the importance of living a healthy lifestyle. They have daily opportunities for large physical exercise outside, benefiting from the fresh air. Posters around the snack table promote healthy eating and staff provide healthy options. Children are able to develop their personal independence, washing their hands before eating and pouring their own drink of milk or water. Hand and eye co-ordination is developed as children use a spoon with their little yoghurts and choose what they would like to eat from the vegetables and fruit on offer.

The majority of children behave well, although some children find sharing and turn taking a challenge. Staff are not consistent with their management of behaviour and this results in a minority of children taking toys from others or becoming boisterous outside. Children play well together in the diverse society of the setting and learn to value each other's differences. Staff actively promote inclusion, providing a good range of opportunities for children to experience this. Many children show a strong sense of belonging and security within the setting, and appear settled and happy.

Children learn about keeping themselves safe as they play with the sand, learning not to throw it and why. Children are reminded of hazards, for example, that they must hold onto the hand rail as they climb stairs and sit down on the slide. Scissors are available for children, although these are carefully supervised. An effective arrival and departure procedure ensures children are safe in the setting and only leave with the correct adult. Children remind each other about taking care, for example, reminding their friends to be careful of the 'slippy' mud. The majority of children are confident to talk about dangers and can keep themselves safe.

## 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	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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<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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## **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