

Burnt Ash Pre-School

Burnt Ash Hill, Lee, London, SE12 0QD

Inspection date

12/10/2012

Previous inspection date

22/02/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The children's communication and language skills are nurtured by skilled staff, children are making a good progress in learning their letters and starting to write their names.
- Evaluation of the pre-school allows staff to set achievable targets to work towards, in order to bring about the best possible outcomes for the children.
- Children are very happy attending the pre-school and are keen to learn. They have a strong relationship with the staff which allows staff to plan to progress their learning and development well.

It is not yet outstanding because

- Opportunities for children to play and investigate in the pre-school's immediate outside area are not fully embraced.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspection was carried out by one inspector.
- The inspector spoke with staff, parents, and grandparents and had a discussion with the manager.
- The inspector checked documentation and sampled children's records, individual education plans, planning and staff suitability records.
- The inspector observed the children at play both inside and out and the interaction between them and the staff.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Burnt Ash Preschool is part of the Lewisham Preschool Learning Alliance. It opened in 1994 and operates from the Burnt Ash Methodist Church hall in the Lee area of the London Borough of Lewisham. The preschool is open each weekday from 9am to 12noon term time only. All children share access to a secure enclosed outdoor play area.

There are currently 18 children aged from two to under five years on roll. The preschool currently support a number of children with learning difficulties and disabilities and children who speak English as an additional language.

The pre-school employs four members of staff, three of whom hold appropriate early years qualifications and one other is currently training towards a qualification. The pre-school receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Lewisham Early-Years Advice & Resource Network (LEARN). The setting is managed by a parent committee.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend further the use of the outdoor areas to give further opportunities for the children to investigate the natural world

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled, and arrive eager to learn. Staff are skilled in progressing the children with their learning and development through the good use of open-ended questions. These make the children think about what they are doing and how to proceed with the tasks.

Children are making good progress from when they started as staff successfully track their progress to see what next steps of learning they need to work on. Their recording system enables them to see any gaps in children's learning and these are then planned for by the staff. This enables them to make good progress across the seven areas of learning. Observations are used well to support the planning of activities for the children to undertake. Staff plan a good mix of adult and child led activities. The activities are a balanced mix identified from the children's interests and from the observations made by the staff. This enables staff to plan activities that are fun and exciting for the children to participate in, but also educational to further progress their learning and development. Planning is adapted to meet the needs of all the children that attend. This enables all children to progress well with their learning and development.

Staff work well with children that have special educational needs and/or disabilities. All individual education plans are up to date. Staff set achievable targets for the children to

work towards. Observations and tracking shows that they are making considerable progress from when they first started at the pre-school. Children with English as an additional language are well supported by staff. The staff support communication and language very well. There is a good use of time lines and activity cards to explain to the children what is happening next and what to expect from the daily routine. This also builds the children's self esteem and their confidence, as they are able to be aware of what is happening around them.

Children thoroughly enjoy play dough activities. Children extend the activity themselves by bringing other resources to the table, such as keys, to see what pattern they leave in the dough. Staff are skilled in explaining to the children how to roll out the dough and use this time to introduce descriptive words. This enhances the children's communication skills well. The children show great delight in the shapes they make and take pride in showing the staff.

Staff work closely with the parents. They prepare developmental reports which are shared with parents and enable the parents to share their views on the progress of their children. Staff give children activities they can do at home with their parents to enhance further the children's learning and development. These partnerships greatly enhance the children's welfare and well being, and enhances their learning and development as there's consistent approach to care for the children. The staff have a secure understanding of the requirements for the two to three year old assessment.

The contribution of the early years provision to the well-being of children

Children build their independence skills well throughout the session and, in particular, during snack time. Children all sit with the staff after they have washed their hands before having their snack. Although staff have prepared the fruit, the children hand out the plates and cups. They then take it in turns to serve themselves the fruit with spoons for each different fruit. Children can choose what drink they would like from water or milk. They then pour it themselves, which further enhances their independence. They are also able to learn about portion control. During snack time the staff sit and talk to the children about what they are having and the effect it has on their bodies. After the children have finished they clear away their own plates. They put the rubbish into a bin and their finished cups and plates into a bowl. This gives the children responsibility for their own utensils and further promotes independence.

Children work very well together. They help each other during tidy up times to put away resources and remind each other about being careful with the boxes. During a group story telling children help and remind each other when it's their turn to take part. Given the children's ages and stages of development they are very well behaved. Staff are well deployed around the pre-school to support the children in their play. Children snuggle into the staff whilst they read stories and staff comfort children who new to the settling. This allows them to gain confidence in the pre-school and to build a strong bond with their key carers.

The regular participation in the pre-schools fire drills allows the children to learn about safety and what to do in an event of an emergency. Children also only need small gentle reminders on how to move around safely. When they get a bit over excited staff explain the reasons as to why they need to walk around the room. Although children have access to a well stocked garden, it is not used regularly as a free-flow space to allow children to fully investigate the natural world. The garden has plenty of equipment that reflect the seven areas of learning outside.

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

There are good arrangements in place for safeguarding children. Staff and the manager have a clear understanding of their role within the setting to safeguard the children when they are in their care. The manager and the parent committee make sure suitability checks are carried out on all staff. Any staff awaiting checks are not left alone with the children. The manager and the recent parent committee have worked well together to set targets for the staff and manager to work on to improve the service the pre-school provides. The pre-school have worked well on recommendations set at the previous inspection. They have set new targets for the staff to work on. Staff are currently awaiting training before these are put into action.

The pre-school have a successful system in place for monitoring and appraising the staff. The committee members check the practice of the manager and discuss areas for further development. Each staff member has targets set for them during their annual appraisal with the manager. These, together with the regular meetings of the staff team with the manager, ensure all feel fully supported and valued for the work they do.

Staff work well with other agencies caring for the children. They work together to write statements for children with special educational needs and/or disabilities. Staff regularly share records with other providers, such as the schools the children attend. This enables them to be aware of each child's stage of development. Staff prepare the children for transition to school well. They include topics around school and children read books about what it is like to go to school. In discussion with the parents and carers they are very happy with the care that is provided. Parents express how happy their children are at the pre-school and they get lots of information about how their children are progressing. Parents also share their views on the pre-school and what the staff can do to make changes for the better. Staff, the parents committee and the manager are all involved in the self-evaluation process. In addition, they use the children's views to shape the activities in order to bring about the best possible outcomes.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	129088
Local authority	Lewisham
Inspection number	822906
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	18
Name of provider	Burnt Ash Pre-School
Date of previous inspection	22/02/2010
Telephone number	020 8857 9910

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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