

# Vernon Preschool Play Group

29 Vernon Road, Bow, London, E3 5HQ

<b>Inspection date</b>	05/11/2012
Previous inspection date	14/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children benefit from a stimulating, bright and welcoming environment that encourages them to initiate their own purposeful play indoors and out.
- Children are making good progress within the typical range of development expected for their age.
- Children are happy and settled in the pre-school and enjoy a good range of activities that promotes their learning and development across the seven areas of learning.
- Good relationships with the parents help staff understand each child's background, so they meet their individual needs effectively.

### It is not yet outstanding because

- Children are not spontaneously using number names or number language in a variety of situations.
- Children lack opportunities to develop their independence for example, by pouring their own drinks, serving their own food at snack time or putting on their own coat.

## 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 inspector observed children playing inside and outside
- The inspector held discussions and asked questions of the manager and staff
- The inspector viewed documentation
- The inspector talked to parents

## Inspector

Sarah Morfett

## Full Report

### Information about the setting

Vernon Pre-School registered in 1983. The pre-school is managed by a voluntary management committee made up of local people and parents of children at the pre-school, past and present. It operates from a single storey building in the Bow area of the London borough of Tower Hamlets. The pre-school uses a playroom, kitchen, office, children's bathroom and an adult and disabled bathroom. All children have access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open from 8.45am to 11.45am and 12.15pm to 3.15pm Monday to Friday, term time only.

There are currently 32 children on roll who attend either for a morning or an afternoon session. Children aged two, three and four years receive funding for nursery education. The pre-school employs three members of staff who all hold appropriate early years qualifications. The pre-school receives support from the local authority.

### **What the setting needs to do to improve further**

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

- increase the use of number language in a variety of situations such as, snack time and outdoor play to further encourage children to use some number names and number language spontaneously
- Strengthen children's independence by allowing them to pour their own drinks, serve their own food and encourage them to put on their own coats and button or zip them up.

### **Inspection judgements**

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

The staff have a good knowledge and understanding of how to promote children's learning and development. Consequently, they implement a well-balanced educational programme that provides children with challenging activities. Each child has a key person who is responsible for making sensitive observations to show how they are making progress. Any child who is not moving forwards as expected for their age and stage of development receives good support from the staff team. They have strong links with their local inclusion team who are able to seek additional support for children quickly. This means that all children get good opportunities to make progress in their learning and development.

Staff support children with English as an additional language well. They work closely with their parents to learn key words in their home language and display words in their home language. This makes both children and parents feel valued. Parents can attend regular coffee mornings where they speak to the key person about the progress their children are making. This means they have good opportunities to be involved in their children's learning and development. Overall, staff challenge children's thinking well. They provide good opportunities for them to explore inside and out and ask effective questions that make them think. For example, as children hunt for bugs staff prompt them to 'lift the log to see what you can find' and 'what can you see?' Children excitedly describe the bugs they see. Staff name the bugs so children become aware of their correct names. On

occasions staff pretend not to always know, which shows children they can think and find out. However, there are fewer opportunities to count in everyday situations as staff do not always give children reason to use numbers for example, counting at snack time to find out how many cups or bowls are needed.

Children benefit from a good range of challenging, play based experiences. They have access to a wide variety of resources that cover all the areas of learning. For example, they enjoy playing in the sand and water filling containers of different sizes, tipping, and pouring these from one to another developing their knowledge of mathematical concepts.

The pre-school is rich in print, signs and symbols as there are many words from their own and other children's home language displayed so they can see different languages in print. There are many resources in the writing area so they can spontaneously make marks. Children show lots of interest in the natural world as they dig in the mud outside. They look for bugs and use magnifying glass to examine their finds closely. This means they develop a good understanding of the natural world. Children enjoy books and frequently ask a staff member to read to them. They show good concentration as they listen and often join in with the story trying to predict what will happen next. This helps children to develop a love of books and learn that English is read from left to right and top to bottom. Children are well prepared for the next stage in their learning because staff provide appropriate support to prepare them for their transitions, both within the pre-school and to other settings and school.

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

Children are happy and settled in the pre-school. They form secure attachments to staff who support their learning and development well. Children's behaviour shows that they feel safe in the pre-school. They display confidence and self-esteem as they move freely around making choices about what they play with. Resources are set out well to enhance learning experiences for children. There is a comfortable book corner where children can go to relax and look at books. Toys and resources are readily available, and changed though the session to maintain children's interests. The outdoor area is highly stimulating with areas for children to dig and explore the natural world and be active. Children develop their physical skills effectively by using a wide range of apparatus, such as, balancing beams, trampolines to jump on and wheeled toys to peddle. These activities help them to explore the space around them and learn how their bodies work.

Staff are good role models, saying please and thank you which children copy. They are consistent, calm, good role models and make sure that children are engaged and interested at all times. This means children behave well and make the most of the experiences on offer. Children's safety is important in the pre-school for example, there are finger guards on doors to prevent accidents and safety gates are used to prevent unsupervised access to areas where they may be hazards for children. The staff carry out daily checks of all areas children play, particularly the outside area to ensure it is thoroughly safe. Children take part in regular fire drills, therefore, they learn to keep themselves safe. Their independence is promoted generally well in most areas for

example, they choose the fruit they would like for a snack, although staff cut this up for them. The staff encourage children to manage their own personal needs as they supervise them in the bathroom. However, there are fewer opportunities for them to manage tasks such as, pouring their own drink at snack time. Overall, children gain good skills for the future.

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

The manager and staff have a good understanding of the welfare requirements of the Early Years Foundation Stage (EYFS). Staff awareness of the settings safeguarding procedures is good. Policies and procedures are displayed around the setting so there is a regular reminder of what to look for if a child were at risk. There is a good recruitment and vetting system in place to ensure all staff are suitable to work with the children. The manager carries out regular staff meetings, supervision and appraisals to maintain the on-going suitability of all staff. Training opportunities for staff are good and ensures that they are working towards constant improvements in their professional development. All new staff and students go through a robust induction process to ensure they are fully aware of the settings policies and procedures and understand their role.

The manager and staff work closely together to monitor the effectiveness of the educational programmes. They seek the views of parents and children through discussion and questionnaires so they are involved in the self-evaluation process. The staff team have used the Ofsted self-evaluation form to reflect on their practice and implement changes that will benefit the children most. For example, they are currently working on implementing a revised assessment system to meet the requirements of the new EYFS. This enables them to effectively monitor children's learning and development.

The staff and manager foster a positive relationship with parents. Staff establish effective two-way communication, which means parents get good feedback about their child's achievement's and their next steps in learning. Parents are able to share their views and give constructive feedback through regular questionnaires. Parents say they are very happy with the care and education their children receive. They explain that they feel supported when settling in their child and have noticed how quickly children begin to make progress. Staff endeavour to make links with local schools to aid the smooth transition from children. They liaise well with other external agencies to ensure early intervention and support is obtained for those children that need it.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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	EY231123
Local authority	Tower Hamlets

<b>Inspection number</b>	889224
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Vernon Preschool Play Group
<b>Date of previous inspection</b>	14/11/2011
<b>Telephone number</b>	020 8981 7516

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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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