

# Parklanes Wykeham Childcare @ Forest Row Centre

Forest Row Community Centre, Lodge Lane, ROMFORD, RM5 2LD

<b>Inspection date</b>	22/01/2013
Previous inspection date	Not Applicable

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

- Staff have high expectations of children who are supported effectively to progress and learn in all areas of development.
- Children with additional needs receive effective support from staff who identify their needs early and make plans to help them within their first term at the pre-school.
- Staff's good relationships with parents help them to work together to meet each child's needs.
- Staff work closely with other professionals to support children with additional needs, which help children develop and progress well.

### It is not yet outstanding because

- the outside area has not yet been fully developed to give children opportunities for investigations of the natural world.

## 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's play and staff interaction, indoors and outside.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff suitability records.

## Inspector

Caroline Preston

## Full Report

### Information about the setting

Parklanes Wykeham Childcare Limited is privately managed. It registered in 2012 and operates from Forest Row Centre in Collier Row, Romford, within the London Borough of Havering. Children have access to an enclosed outdoor play area. It is open each weekday from 9.30am to 2.30pm, term time only. The pre-school is registered on the Early Years Register and both part the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school receives funding for the provision of free early education for two, three and four-year-old children. There are six staff members, all of whom are qualified to at least level 3. Six staff are employed on a

part time basis.

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

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

- enhance the outdoor area to give children opportunities to fully investigate the outside world.

## **Inspection judgements**

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

Children engage and learn from a variety of exciting and interesting activities and resources. These are planned to meet children's individual needs and interests. Staff's good knowledge of children's backgrounds and their level of development helps staff support children to learn. Staff's high expectations of children are seen in their interactions with them. Staff question and challenge children to help children achieve. They complete on-entry assessments on each child to identify what their next steps in development are and if they need any additional support. Staff complete on-going assessments each term and show each child's progress towards the early learning goals. Staff work effectively with parents by building strong relationships with them so that they contribute to their child's progress. Links with external agencies are strong as staff work with them to assess and put steps in place to support children with additional needs.

Children arrive enthusiastically at the pre-school and are able to separate from their parents with support and encouragement from staff. Children express their preference in the activities they want to take part in. For example, dressing up in a favourite dress from the role-play area. Children enjoy listening to adults tell stories in the book area; they sit closely to staff, listening with interest. Children enjoy picking up snow in the garden and feeling how cold it is. Children move freely outside, showing skill in riding bikes and climbing apparatus. However, children miss opportunities to investigate the natural world in the garden, such as digging and planting activities. They enjoy physical activities inside, for example, dancing to music. Children sing many different nursery rhymes, repeating songs they know.

Children begin to mark make at the graphics area, where they access different writing tools. They paint and draw giving meaning to their work, for example, drawing family members' cars. Children begin to count as they place different coloured small bears in order and count them. They recognise the number cards that go with the teddy bears, for

example, they sort five bears to place on top of the number five card. Children have a sense of their family members and can talk about older siblings. Children operate ICT equipment, such as small computers and musical toys, all of which prepare children for school.

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

Staff support children and parents by being an effective key person. They help children to settle by spending time with the child and supporting them in the new environment. This also helps children's physical and emotional well-being as they begin to feel secure and safe. Staff talk to parents every day, building relationships and trust. Children learn how to behave in the pre-school; staff reinforce pre-school rules during registration time. Children learn the rules through pictures and discussion and begin to use sign language at the same time. This means children learn to treat each other with kindness and respect, which are skills that prepare children well for school.

Children learn to tolerate each other's differences as they learn about and celebrate different festivals. They play with resources that reflect positive images of people's different skin colours and genders. Children learn about safety issues, as staff talk to them about running inside and how dangerous this is. Children learn to play safely in the garden, walking slowing as they play in the snow. Children tidy away toys during the session. This helps them learn to understand that toys need to be put away to ensure safety in the pre-school and prepares them for school. Children learn about healthy eating and lifestyles as they discuss the importance of eating fruit with staff at snacktime. Children enjoy daily physical exercise as they climb, run and play in the garden. They attend to their own personal needs, washing their hands before snacktime and after using the toilet.

Children learn in a warm, bright spacious hall with plenty of interesting and stimulating resources. They choose toys from the drawers when they become 'star' of the day. Children move across the many activities during the session making their own choices of what they would like to do. Children cooperate and share resources, developing independence skills.

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

Staff at the pre-school understand and implement the educational programme effectively. The management team work closely with staff to plan a varied and good range of activities to support children progressing towards the early learning goals. Staff know the children well and how best to help them achieve. Staff observe and assess each child's developmental level and create plans to support them, so closing any gaps there may be in children's learning. Staff support children's transition to school by making links with schools and taking children for visits, sharing developmental records with them.

Children's well-being is supported by staff, as they minimize and dangers in the environment through carrying out daily risk assessments. Staff monitor all areas of the pre-school to make sure they are safe for children to be in, including the garden and any trips children go on. Staff know and understand safeguarding procedures so can identify and act if concerns are raised. All staff read and implement the pre-school's polices and procedures, which are monitored by senior staff who work with the staff daily.

The pre-school staff rigorously evaluate their practice by achieving the borough's quality assurance status of the Basic Skills Quality Mark in Early Years. This means they use self-evaluation continuously to improve and monitor their childcare practice and drive improvement. The management team work with staff everyday so use effective systems to monitor staff performance. Staff are part of regular supervisions and appraisals which support their future development. Good relationships with external agencies help staff to meet the needs of children who attend, as support is offered when needed. Parents view their child's progress records and contribute during meetings with staff. Parental questionnaires and information on the parents' notice board help to develop strong relationships with parents. This means parents' views are valued and they are given relevant information about the pre-school. The management team work closely with the local authority to offer a variety of courses about child development to parents to support their childcare knowledge.

### 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
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

<b>Unique reference number</b>	EY448025
<b>Local authority</b>	Havering
<b>Inspection number</b>	809015
<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>	40
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Parklanes Wykeham Childcare Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01708766652

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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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Piccadilly Gate  
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