

Early Education Centre

144 Bramley Close, LONDON, E17 6EG

Inspection date

Previous inspection date

08/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 play and learn from a rich, vibrant range of play resources that inspire their imagination.
- Detailed and competent observation and assessment of children when they start, identifies children who have additional needs.
- Strong links with external agencies helps staff to meet and support all children's individual needs well.
- Good leadership means that staff are supported effectively in delivering the learning and development requirements and the welfare and safeguarding requirements.

It is not yet outstanding because

- Children have not experienced live performances from dancers and musicians to fully develop their understanding of expressive arts and design.

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.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- 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

The Early Education Centre pre-school registered in 2012 and is privately owned. The pre-school operates from a hall within the Early Education Centre, located in a residential area of Walthamstow in the London Borough of Waltham Forest. All children share access to an enclosed outdoor play area. Children attend a variety of sessions and the pre-school mainly provides for children in the local community. There are currently 50 children on roll from two to under five years. The pre-school supports a number of children with special educational needs and children who speak English as an additional language. The pre-school is open each weekday from 9.15am to 12.15pm and 12.30pm to 3.30pm, Monday to Friday, term time only. The pre-school is registered on the Early Years Register. The pre-school employs seven members of staff. All staff, including management, hold

appropriate early years qualifications at least Level 3.

What the setting needs to do to improve further

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

- invite dancers and musicians to the setting, so that children experience live performances.

Inspection judgements

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

Children learn and develop from a good range of learning experiences, which excite and stimulate them. Staff know and understand how children learn. Therefore they provide a rich range of activities and resources to support and follow children's interests. Staff observe children when they start, so are able to identify individual needs. Children who have special educational needs are supported well, as staff develop individual learning plans to help children achieve. All children progress well towards the early learning goals over time. The key person system helps staff to work closely with parents and children to develop close bonds and invite parents to contribute to their child's learning. Parents share what they know about their child with staff. This is a detailed and effective system, used by staff when children start. Staff also make home visits to get to know the family and child in their home environment.

Frequent observations and assessments carried out by staff on children help staff to plan for children's next stage of learning and prepare them for school. Children spend time with their key person and build strong affectionate relationships with them. Children join in with other children as they play. They sit together in the 'tent outside, which is cosy and fun and talk to each other'. Children cooperate during play sharing resources in the role-play area.

Children separate from their parents with support and encouragement from staff as they arrive in the morning. Children express their own preferences to play as they move between inside and outside. Children enjoy singing and listening to music in various languages in groups during circle time. Children understand complex sentences for example 'tidy away toys and put in the correct places'. They understand questions such as 'who', 'what', and 'where' as staff talk to them during computer games.

Children climb confidently and show control running, hopping and jumping. They turn pages in a book and hold pencils skilfully. Children manoeuvre the computer easily as they

select games on the computer. They dance to music using their whole body and can kick a large ball. Children develop early mathematical skills as they count during many activities, they sort and compare quantities. They complete simple puzzles and build with construction and understand simple mathematical language. Children begin to have a sense of their own identity as they celebrate festivals from their own backgrounds at the setting. Children enjoy outdoor play and investigate in all weathers. They handle a wide range of programmable toys and learn how they work. Children enjoy creating with paint, water and modelling dough, all of which develops their creativity. However, they miss opportunities to experience live performances such as dancers and musicians, to fully enhance their awareness of expressive arts.

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

Staff help children to feel secure, which promotes their well-being and independence. Staff are good role models as they treat each other, parents and children respectfully. Staff reinforce behaviour rules with children so they learn how to behave appropriately towards each other. Children share and cooperate during play waiting their turn patiently. They learn about others in the community through a good range of resources promoting differences positively. This supports children's confidence and self-motivation as they feel good about themselves and others around them. They learn through dual-language books, dolls, musical instruments and celebration of various festivals. Parents take part in celebrations, bringing in artefacts and foods to share with children and talk to children about the purpose of the festival, such as Diwali.

Children learn about safety through discussions with staff, they learn to use play resources safely. Children learn through topics about 'people who help us' such as fire fighters. Children learn to attend to their own personal needs; they learn the importance of hygiene. They are encouraged to wash their hands after using the toilet and to use tissues to wipe their nose. Children put on and take off their own coats, scarf and hats before going outside to play.

The pre-school setting is well-resourced with many toys that promote learning effectively. Staff place high importance in arranging the play resources so that children are always fully engaged in play and learning. This supports children's preparations for school, as activities help them to progress and achieve in all areas. Staff meet children's physical and emotional well-being effectively.

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

Good leadership means that all children's needs are met effectively from the day they start. Strong management helps all staff to know the setting's vision and direction and supports children well. Staff know their roles and responsibilities in delivering the learning and development requirements and the safeguarding and welfare requirements. Staff plan and offer children a broad range of learning experiences, which supports their learning in

all areas. Skilled staff help children to progress, through their observation of each child's needs and assessment of each child's development areas. This also identifies if there are any gaps that hinder children from learning and achieving.

Children are safe and secure in the setting as staff promote their well-being effectively. Written risk assessments are in place and completed by staff to remove any possible dangers to children inside and outside. All staff understand and know how to implement safeguarding procedures. They know how to identify concerns and what to do if they have concerns. Staff demonstrate their understanding of the settings policies as they implement the procedures. For example, completing accident and medication records and daily attendance records. Strong self-evaluation helps to improve practice and meet all children's needs effectively. The management team carefully monitor staff to highlight any potential weaknesses or areas for development. Further training and continuous discussions monitor individual staff member's needs.

The pre-school establish links with external agencies to provide children with support at all times to help them to develop and progress. Effective partnerships with parents develop strong relationships and communication channels between staff and parents. Parents view all their children's records of achievements and join in at any time with the children during play. Parents have friendly professional relationship with staff and they are welcomed to be part of their child's learning. The setting provides parents with regular newsletters and information about practice to keep them updated.

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	EY448373
Local authority	Waltham Forest
Inspection number	880909
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	50
Name of provider	SK MD Mahfujul Ambia
Date of previous inspection	Not applicable
Telephone number	07912 449 620

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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
Store St
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M1 2WD

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