

Morning Glory Pre-School

Cann Hall Methodist Church, 296 Cann Hall Road, LONDON, E11 3NN

Inspection date

Previous inspection date

05/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled all of which helps them feel secure and safe within the setting.
- Staff have build sound relationships with parents to involve them in their child's learning.
- Effective links with outside agencies helps children with additional needs to learn and develop within the setting and home.

It is not yet good because

- the activities and resources provided lack challenge for older children and so hinder their progress.
- some staff do not reinforce boundaries of behaviour with older children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 deputy 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

Morning Glory Pre-School registered in 2012 and operates from Cann Hall Methodist Church, which is situated in the Leyton area within the London Borough of Waltham Forest. Children have access to the hall, which can be partitioned into two play areas. The pre-school operates on Mondays, Tuesdays and Thursdays between 8.30am to 1.30pm term time only. The pre-school is registered on the Early Years Register only. There are currently 13 children on roll. There are five members of staff, two of whom hold appropriate childcare qualifications and two are undertaking training.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consider the individual needs, interests and stage of development for each child, and use this information to plan and resource a challenging and enjoyable experience for each child in all of the areas of learning and development
- ensure all staff are able to implement fully the behaviour management policy to support children's understanding of boundaries of behaviour.

Inspection judgements

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

Children learn from a sound range of learning experiences, which help them make some progress towards the early learning goals. However, activities and resources hinder children's further progress as they are very limited and not sufficiently challenging, particularly for older children. Staff make adequate plans for children each week, but these are not fully implemented well because of the lack of interesting and varied resources. Staff undertake appropriate on-entry observations and assessments which help staff to identify children's individual needs.

Children with additional needs are supported well as staff work closely with external agencies to support them. Individual learning plans are developed and followed with parents to meet the needs of their child. Staff, through the key person system, work with parents to find out about each child and support parents to contribute to their child settling in and learning adequately.

Young children are interested in what other children are doing and want to join in, for example during play in the garden. Staff have formed happy, positive relationships with children to help them feel secure. As a result, children are happy to separate from their parents when they arrive. They receive support and encouragement from staff to build their positive self-esteem. Staff reassure children that are new to the setting and need comfort by offering them cuddles and talking with them. Children express their own preferences as they walk over to the toys they want to play with.

Young children listen with interest to stories read to them by staff; they enjoy singing a range of nursery rhymes. Staff make sure that children understand simple instructions such as 'wash your hands for snack time and put your coat on to go outside'. A range of outdoor equipment is available for children to develop their physical skills. As a result, young children move freely as they play outside in the garden, running, jumping and riding large wheeled cars. Children are taught to feed themselves competently during mealtimes and drink from cups without spilling. Children begin early writing skills as they use paintbrushes to paint and make marks on paper. Children have some opportunities to

develop their understanding of mathematics as they mould and shape sand in the sand tray. Staff provide children with access to simple puzzles to develop their understanding of shape and positioning. Children learn about the community around them as they take trips to the library on the bus. Children enjoy being creative through painting and water play.

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

Staff are sound role models for children; they are respectful and friendly towards each other, parents and children. They are deployed well both inside and outside in the garden, supervising and interacting with children adequately. Children learn about each other as they play and make sound relationships forming secure attachments, promoting well-being and independence. Children learn about difference through some resources that reflect positive images such as books.

Children learn about safety as they practice fire drills with staff, and discuss road safety when travelling to the library by bus. Most children behave well and understand boundaries of behaviour. However, staff do not all consistently reinforce boundaries of behaviour with older children who become bored, because of lack of resources and stimulating activities. Children begin to learn about personal hygiene as they wash their hands before eating. Children independently put their own coats on and off for play outside and feed themselves.

Resources are adequate and help children make some progress in their learning; however children have missed opportunities to develop further as resources are not stimulating. Children enjoy moving between inside and outside confidently and enjoy outside play. This helps children to soundly prepare for school.

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

Adequate monitoring of the curriculum means that children make some progress in their learning. Staff have an adequate knowledge of how children learn and what children learn from activities and resources. However, resources for older children lack challenge, which means that children become bored and restless and their behaviour, at times, deteriorates. Staff support children through basic questioning and discussion as they play. Staff know the children well and what stage of development they are at.

Children are safeguarded as staff have an appropriate knowledge and understanding of safeguarding procedures. Daily written risk assessments help staff to identify and remove any potential risks to children. All records are completed by staff for the safe and smooth running of the setting, which keeps children safe and secure. Staff are adequately supported in their professional development to increase their skills and knowledge of caring for young children. Their performance is monitored as they undertake regular meetings with the manager. Staff have attended recent training and there is a training plan in place for the year ahead.

Adequate self-evaluation means that the all staff are involved in identifying weaknesses within the setting. The manager has identified that there are weaknesses in resources and has discussed this with the provider. Effective links with external agencies have helped to meet individual children's needs. The manager has recently developed links with the local school to arrange visits with the children to help prepare them for school. Satisfactory relationships with parents mean that they are involved with their child's learning and development. Parents are informed of their child's progress, newsletters are sent home and home link books completed, sharing information.

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 action. 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	EY450601
Local authority	Waltham Forest
Inspection number	884292
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	13
Name of provider	Elizabeth Oyinka-Antwi
Date of previous inspection	not applicable
Telephone number	07782 644664

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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, which are usually the childminder's 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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