

Arnaud Lodge Pre-School

Scout and Guide Hall, Slewins Lane, Hornchurch, Essex, RM11 2BZ

Inspection date

28/03/2013

Previous inspection date

05/11/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 receive healthy snacks that contribute to their good health.
- Staff have good relationships with parents and external agencies to effectively support individual children's learning and development.
- Children's independence skills are promoted through everyday routines.
- The key person system works well to ensure children's transitions are supported.

It is not yet good because

- not all staff records are consistently maintained, easily accessible and available for inspection
- staff do not talk to children about why they should wash their hands to support their understanding of hygiene routines to fully promote their good health
- staff do not consistently explain to children why they should not run in the hall to promote their understanding of safety.

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.

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 the staff and children during their play.
- The inspector sampled documents, including children's development records, policies and procedures.
- The inspector completed a joint activity of a group activity with the manager.
- The inspector interviewed the manager and had ongoing discussions with management regarding practice throughout the inspection.

Inspector

S Campbell

Full Report

Information about the setting

Arnaud Lodge Pre-School registered in 2001 and operates from a Scouts and Guides hall in a residential area of Hornchurch, within the London Borough of Havering. The pre-school is privately owned. All children share access to a secure enclosed outdoor area.

There are currently 47 children from two to under five years on roll who attend a variety of sessions. The pre-school receives funding for the provision of free early education to children aged two, three and four. The pre-school currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. The pre-school is open for sessions each weekday from 9am to 12 noon and from 12 noon to 3pm, during school term time only. The pre-school employs eight members of staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure records specifically in relation to staff are maintained, easily accessible and available for inspection, and to ensure the safe and efficient management of the setting
- ensure all staff responsible for preparing and handling food receive training in food hygiene.

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

- extend children's understanding of keeping themselves safe, for example, by explaining to children why safety is an important factor when running indoors
- develop children's understanding of routine hygiene practices, for example, by talking to children about the importance of hand-washing and the reasons why.

Inspection judgements

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

Children are steadily making progress in their learning and development because staff have a sound understanding of the Early Years Foundation Stage framework. On entry, parents complete an assessment of their child's abilities and achievements, which provides staff with a starting point to build on what children already know. There are appropriate arrangements in place for observation and assessments to track children's progress. Staff plan focus activities to support individual and groups of children's learning and development. Children take part in a balanced range of adult-led and child-initiated activities. Children freely and comfortably move from one activity to the next. Staff undertake the two-year-old progress check and effectively share these assessments with relevant parents, enabling them to contribute to children's learning.

Staff promote children's language development through open-ended questions. Children enjoy painting activities and staff encourage them share how the paint feels on their hands. Children are confident talkers and inform adults that it is their dad's birthday and how old they are. Children enjoy listening to stories because staff capture their interest by showing them the illustrations and encouraging children to predict events. Through everyday routines, staff promote children's independence skills. Staff choose children to be 'helpers' at snack times to hand out cups and plates for their friends. They show kindness and consideration toward their friends by pouring a drink for them. Children feel good about themselves because a 'wow' system is in place to enable children to share anything new with their friends and staff.

Children's early writing skills are promoted because they have opportunities to make marks while taking part in drawing and painting activities. Staff encourage children to identify letters of the alphabet because they plan a 'letter of the week'. Children enjoy playing with puzzles to promote their problem-solving skills. They benefit from playing with toys to promote their understanding of measure and their sorting skills. While taking part in group activities, children count how many girls and boys are present. Staff encourage children to think about quantity, for example, by talking about whether nine is a bigger or smaller than seven. Children enjoy playing with small world toys to promote their imaginative skills, such as pirate ships, a castle and play people. Children learn about some aspects of living things by growing plants, for example, a freesia. Through planned topics, children learn about 'people who help us', such as paramedics and community police officers who visit the pre-school to talk to children about their roles. These visits enable children to build their understanding of keeping themselves safe.

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

Children are happy and settled at the pre-school. They are prepared for transitions on to school because school staff visit the pre-school and read books to children about going to

school. This enables children to become familiar with the school staff and to have an insight into their future learning. Children are encouraged to manage their self-care skills in preparation for school, such as putting on their outdoor clothing independently. Staff arrive early at the pre-school to prepare resources and activities, which allow children to take part in activities immediately on their arrival. Staff are deployed appropriately around the hall to support children's learning and development. Children are able to take safe risks while playing on large equipment because they are appropriately supervised. However, when children run around in the hall, staff only remind children to use their 'marching feet'. They do not explain why they should not run indoors to effectively support their understanding of safety. Children are well behaved and polite. They feel good about themselves because staff use praise and encouragement. Consequently, children take pride in sharing their painted pictures with staff and adults. Children willingly tidy up and take turns while giving resources to staff to put away.

Children receive healthy snacks to contribute to their good health through a rolling snack system. They have choices about what they would like to eat and drink. Snack times are a social occasion and children share their thoughts with their friends, for example, that they love milk. Staff follow appropriate hygiene practices when preparing and serving children's snacks by wearing gloves. However, there is no evidence to suggest that staff have received training in food hygiene because certificates were not available for inspection. Children are cared for in a clean and generally well maintained environment. Staff clean tables with antibacterial agents before and after mealtimes to minimise the spread of cross infection. Although children are encouraged to wash their hands at appropriate times, staff do not explain the importance of this.

Children take part in daily physical exercise, both indoors and outdoors. They enjoy playing on the climbing frame indoors and balancing on wooden benches. They run along and jump off benches with confidence. Children have access to a range of outdoor equipment to promote a range of movement, such as trikes, a see-saw, the trampoline and tunnels. Children willingly take part in group games activities. For example, they enjoy playing popular active games, such as 'duck duck goose' and 'what's the time mister wolf'? Children are learning some aspects of how to keep themselves safe because they undertake regular fire evacuation procedures. This helps them understand what to do in an emergency.

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

This inspection was brought forward as a result of concerns relating to the training of staff, the suitability of some aspects of the premises, the risk assessment system and the preparation of children's food and drink. The inspection found that staff carry out appropriate risk assessments of the premises and take positive steps to help ensure all aspects of the premises are suitable for children. However, the inspection also found that records to demonstrate staff qualifications were not easily accessible and available. In addition, there was no evidence available to demonstrate staff providing children with food

and drink have attended suitable training to do so. Although these failings are breaches of legal requirements, they do not have a significant impact on children's health and their well-being.

Staff have a sound understanding of child protection procedures, including the indicators that would cause concern and the correct reporting procedures. There are appropriate vetting procedures in place to ensure children are cared for by suitable staff. As a result, children are suitably protected and staff safeguard them appropriately. Staff training needs, support and professional development are identified through ongoing appraisals and supervision. Staff have designated roles and responsibilities. Consequently, staff have attended a number of courses, such as a 'Maths everywhere' workshop, special educational needs coordinator training and under five positive behaviour course. Staff and management are committed to continuous improvement. Previous recommendations made at the last inspection have been addressed. Through planned topics, such as 'ourselves', children are encouraged to share family photos with their friends to learn about others. There are appropriate processes in place for reflective practice through self-evaluation, training, parental questionnaires and working with outside agencies. The pre-school is currently working towards the implementation of uniforms in consultation with parents, along with implementing a free-flow outdoor play system.

The pre-school has developed good relationships with parents. Children and parents are warmly greeted on their arrival, enabling them to feel a strong sense of belonging. Parents are well informed of their children's progress through ongoing discussions and parent consultation meetings. They have sight of children's developmental records and their comments are added, enabling them to contribute to children's learning and development. Parents receive a detailed welcome pack and ongoing newsletters enable them to be kept well informed of organisational issues, topics and events. Staff have established good links with external agencies to support individual children. They implement individual learning plans and work in partnership with the area special educational needs coordinator to support children.

Children have access to a wide range of resources to support their learning and development. Through planned festivals and resources, children learn about similarities and the wider community. Additionally, parents' expertise is valued as they are invited into the pre-school to talk to children about their culture. This helps children to learn to respect others. Children are cared for in a generally safe environment because staff undertake regular risk assessments. Children's arrival and departure is closely monitored by staff to promote their well-being.

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 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	EY370409
Local authority	Havering
Inspection number	910353
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	47
Name of provider	Sharon Dennis
Date of previous inspection	05/11/2008
Telephone number	07800631518

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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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