

Royal Gate Kids Pre School

Royal Gate Pre School, 39 London Road, Barking, Essex, IG11 8AL

Inspection date	26/04/2013
Previous inspection date	02/12/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 with special educational needs are supported well because the staff work in partnership with outside agencies to develop strategies to support each child.
- Improvements to observation and planning mean that children's next steps in learning are clearly identified and linked to the Early Years Foundation Stage.
- The manager has implemented a range of ways to develop partnerships with parents.

It is not yet good because

- Outside activities are not planned and taken on a daily basis and this has an impact on children's all round development.
- Children miss out on opportunities to practise writing their names on their pictures as staff routinely do it for them.
- The range of books provided does not include children's own picture books or books in different languages.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took account of the views of parents spoken to on the day and from information gathered by the manager.
- The inspector checked evidence of suitability of staff and sampled qualification records.
- The inspector examined the areas used for children's play.
- The inspector carried out a joint observation with the manager as the children played with activities designed to develop their physical skills.
- The inspector examined children's development records.

Inspector

Lesley Hodges

Full Report

Information about the setting

Royal Gate Kids Pre School registered in 2010 and is privately owned. It operates from one large hall on the first floor of a church in Barking, in the London Borough of Barking, close to the local shopping centre. The pre school is registered on the Early Years Register and the compulsory part of the Childcare Register. Sessions are available each weekday from 9am to 12pm and from 12.30pm to 3.30pm on Monday to Wednesday during term time only. There are currently 29 children aged from two to five years on roll. Children attend for a variety of sessions. The pre school currently supports children who are learning to speak English as an additional language and children with special educational needs and/or disabilities. The pre school employs six members of staff, five of whom hold appropriate childcare qualifications. The pre school receives funding for the provision of free early education to children aged three and four years.

What the setting needs to do to improve further

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

- ensure that outdoor activities are planned and taken on a daily basis.

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

- increase the range of books available to children to support their literacy development
- provide children with regular opportunities to practise their emerging writing skills.

Inspection judgements

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

Children make steady progress in their learning. They choose activities from a varied range of equipment which covers all areas of learning and development. Children join in with spontaneous music activities, playing instruments and dancing as they sing. They develop some physical skills as they play with a variety of equipment in the room. However, there is no outside play area and staff do not plan and provide daily outdoor play experiences to support children's all round development. This is a breach of the requirement and has an impact on the children's healthy lifestyles, physical development and well-being. Children learn to take turns on the slide and they chat to each other as

they take part in role play activities with prams and dolls.

Staff demonstrate suitable knowledge of how children develop different skills in their play. For example, staff describe how children develop physical skills as they draw and how they learn to share equipment when they sit together in small groups. Staff use large number boards to help children identify numerals as part of their mathematical development. The children enjoy shouting out the numbers they know. Some staff encourage children as they learn to write their names in structured activities but they do not routinely encourage children to label their pictures. Children therefore miss out on these opportunities to practise their emerging writing skills.

Staff make effective observations of children as they play and use these to plan activities to help them develop further skills. The observations made are linked to the Early Years Foundation Stage and staff use the observations to judge how children are progressing in their learning.

Staff support children with special educational needs well in the pre-school. Staff help children when they are learning about routines and when they are experiencing new activities. Staff use signs in routines and in activities such as carpet time to support children with their communication needs and promote inclusion. Staff complete the required progress checks for children who are aged between two and three years. They share the children's development levels with parents to involve them in their child's learning and progress.

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

Staff know children well and make plans for their learning using observations of their interests, to make sure they meet their needs. Children sit with the staff they know best at song time to support their feelings of belonging and security. Staff support them as they join in with actions to songs and rhymes, which helps develop their communication and language skills. Staff and parents meet to discuss children's development levels when they start, to identify the child's starting capabilities for learning. Parents attend these scheduled meetings to discuss how children are settling in and how well they are developing. Staff schedule further regular meetings to discuss children's ongoing development with parents. Staff explain to parents how learning can be extended at home to support the children to make progress. For example, staff observe how children are learning to recognise the letters in their name by exploring magnetic letters. They then suggest to parents that this is one way children can continue their learning at home. Staff encourage parents to share books with children to develop their interest in stories and help them to learn new words.

Behaviour is generally good. Staff give extra support to those children who are learning new boundaries and they explain to children why some behaviour is not acceptable. Children receive support as they learn about taking turns with the slide. Children learn independence skills as they choose their play. They can decide when to eat snack and they pour themselves a drink from a choice of milk or water.

Children begin to learn how to keep themselves safe as they take part in fire drills. Staff clearly explain to children that they should walk in the room as they might fall over and hurt themselves. This means that children can begin to understand safety rules in the pre-school.

The inside environment is well resourced with a mix of child and adult-led activities and toys to support the children's play. The children can choose from a mix of fiction and non-fiction books to encourage them to take an interest in books. However, children lack some opportunities to access dual language books and books they make themselves to support their early literacy development. There are examples of print with accompanying pictures in the environment which help children become familiar with different print as they prepare for the next stage in their learning.

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

Staff have a secure understanding of the procedures to follow if they have concerns about a child in their care. Records to safeguard children including the completion of a visitor book and staff appropriately maintain attendance records. The manager follows appropriate recruitment procedures to make certain that staff are suitable to work with children. The pre-school room is secure and the staff follow suitable procedures when children are going home to make sure they only leave with known adults. These actions demonstrate the manager's knowledge and understanding of how to safeguard children. However, the safeguarding and welfare requirements include the provision of daily outside activities and the manager has not implemented this in her planning. The staff sometimes uses another indoor space to provide a change of environment for the children. The manager plans some outdoor activities, such as visiting a local market, but the children do not get daily opportunities for fresh air and outdoor play.

The manager monitors staff performance through reviews to help improve the quality of the provision. Staff meetings give all staff members the opportunity to talk about any changes to routines or other issues relating to the running of the pre school. The manager identifies any training needs and staff can request to go on specialist training to develop their teaching skills. For example, one member of staff completed the 'Every Child a Talker' training which concentrates on developing children's communication skills.

The pre school works well with outside agencies to provide appropriate care for children with special educational needs. Support staff are provided by the local authority to give children one-to-one support to meet the child's specific needs. The manager works with the local authority to identify areas for improvement within the pre school. She devises a development plan from these areas and makes accurate and detailed notes when the pre school makes changes and improvements to their practice.

The manager is developing her partnerships with parents and offers a range of ways for parents to be involved in the pre school. She has successfully introduced 'stay and play'

sessions and parents comment that they enjoy watching the children play and learn. The pre school invites parents to attend meetings with children's key members of staff to discuss the progress the children are making. Parents can also make their views known by answering questionnaires, which helps them become involved in the improvements in the provision for their children.

The Childcare Register

The requirements for the compulsory 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	EY409822
Local authority	Barking & Dagenham
Inspection number	816341
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	29
Name of provider	Joyce Apea Asabere Anim
Date of previous inspection	02/12/2010
Telephone number	07946236011

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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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