

# Liberty House Playschool and Day Care

Clarks Road, Ilford High Street, Ilford, Essex, IG1 1UG

<b>Inspection date</b>	05/06/2013
Previous inspection date	Not Applicable

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

- Partnerships with parents are developing well to support children's care, learning and development.
- Staff are caring and children's linguistic and cultural backgrounds are valued.
- Assessments are used well to identify children's starting points for learning and record their ongoing achievements.

### It is not yet good because

- There are too few opportunities for children to experience outdoor play.
- Staff do not consistently link sounds to letters when teaching new words and writing the children's names.
- The organisation of some group activities does not fully engage younger 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.

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 staff and children's interaction during play and activities.
- The inspector looked at assessments and planning to ascertain methods used to plan for children's needs and interests.
- The inspector looked at a sample of documentation and spoke to the manager to assess if welfare requirements are met.
- The inspector spoke to several parents of children attending to find out their views.
- The inspector saw the area of the building used by the pre-school.

## **Inspector**

Debra Davey

## Full Report

### Information about the setting

Liberty House Playschool and Day Care registered in 2008 and opened in 2012. It is a private playschool run by the trustees of Liberty Christian Connections, which is a charitable organisation. It operates from a church building and is situated in the Ilford area of the London Borough of Redbridge. The children have access to the first floor hall and three playrooms. There is also an office, a nappy changing area and a bathroom. The playschool is open each weekday from 9:15am to 12 noon during school term time. There are 26 children on roll and the playschool provides support for children who are learning English. The playschool gets funding for the provision of free early education to children aged three and four years. The playschool employs four staff, including the manager. Over half of staff hold a recognised childcare qualification and the manager is working towards early years professional status (EYPS).

### 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:

- support children's developing literacy skills by teaching them the sounds that letters of the alphabet make
- strengthen the planning for adult-led circle times to allow younger children to benefit more from these activities.

## Inspection judgements

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

The staff understand how to implement the requirements of the Early Years Foundation Stage. They carefully record children's starting points and use observations to accurately identify children's capabilities and areas of need. The staff appropriately link planning to children's interests and cover all areas of learning to support children to make progress. The staff plan activities using a theme, such as insects. Staff have planned a range of interesting creative activities, such as making caterpillars with hand prints. This promotes children's abilities to understand expressive arts and design. Children also have the

freedom to express themselves during role play and adults support them as they dress up and invent imaginary games. Children play with the dough where they enjoy manipulating and exploring texture as they develop their physical skills. Adults are careful to introduce new words to children during activities, for example, asking them to name animals as they play small world games. However, staff do not consistently teach children the sounds that letters of the alphabet make to help them learn how letters blend together to make words. Older children learn to write their names and are writing recognisable words often linked to counting games and activities. This means that they are learning appropriate skills to help prepare them for school.

The routine of the morning helps to ensure that children experience activities to help them learn. As a result children are making satisfactory progress towards the early learning goals, given their starting points. Activities are organised generally well and children are interested and motivated. They can choose from the resources available and staff set out activities for mark making and number games. They learn about the wider world through fun events such as a multicultural fun day where they learn about different cultures, traditions and dance. The support for children attending who are learning English is positive and children are encouraged to use their home languages during play. As a result, multilingual children have the opportunity to practise more than one language and this supports their communication and language skills and transition to school.

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

This is a vibrant multicultural playschool where families are made to feel welcome and their cultural backgrounds are valued. This has a positive impact on children's confidence and sense of belonging. They arrive happily and quickly settle into the morning's activities. There is a strong key person system, which provides support for individual children and develops links with parents. This helps children feel secure because they have a special person to care for them. Routines for children's care are well organised and staff attend to the individual needs of children for nappy changing and taking them to use the bathroom adjacent to the hall.

The organisation of the daily routine and staff is satisfactory. Daily checklists are used to make sure that the environment is safe for children. Staff complete appropriate risk assessments for outings to make sure that children stay safe when out in the community. The staff are well deployed and the children are closely supervised for their safety and welfare. All children are included and valued within the playschool. However, the organisation of story time does not fully engage younger children due to the large size of the group. This means that the youngest children do not always benefit from the age appropriate stories and puppets used by staff to develop children's literacy skills.

Children benefit from a healthy snack and drinks during the session to help them learn about nutritious foods. They have the opportunity to play in spacious rooms indoors to develop their physical skills using bicycles, tricycles and balancing equipment. However, the layout of the building means that it is difficult for staff to easily provide daily outdoor activities. This is a breach of the safeguarding and welfare requirements of the Early Years

Foundation Stage. The staff and children undertake trips to the park and they organise some planned events outside. However, these are not frequent enough to fully support children's well-being and meets requirements.

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

The manager has a sound knowledge and understanding of the Early Years Foundation Stage requirements and knows all the children and families well. All required documentation is in place and shows that staff have been appropriately vetted to ensure their suitability to work with children. There is a comprehensive range of policies and procedures in place, which staff use and regularly review to keep children safe. Adults have a good understanding of safeguarding procedures and an awareness of child protection issues. They know how to follow the correct referral process in the event of any concerns about a child's welfare. Policies and procedures are shared with parents so they understand how staff care for their children. This helps to protect vulnerable children.

Self-evaluation is in the early stages and the manager has a vision of what she wants to achieve and how to support the development of the staff team. Individual members of staff have regular appraisals, clearly linked to their ongoing professional development and attend training provided by the local authority. This helps drive improvement in the quality of the provision. The manager is aware of gaps in the educational programmes and has plans to develop an outdoor play area to support children's learning and welfare. This means that the playschool has the capacity to improve because the manager understands the impact of the breach in requirements.

The playschool has secure links with the local authority and local children's centres to access training and work in partnership with other professionals working in the community. This means that any children attending requiring additional support are able to access local services to meet their needs. Staff share information with parents when completing the required progress check for children when they are aged between two and three years. This means that staff are able to quickly identify and act upon any concerns about children's early learning and development.

Partnerships with parents are progressing well. Parents comment that they are happy with the playschool and feel that their children are making good progress in preparing for 'big' school. Several parents volunteer to work in the playschool and events such as coffee mornings and charity fundraisers are well attended. The playschool uses a variety of methods, such as regular newsletters, text and e-mails to communicate with parents. This helps them keep informed about how the playschool cares for their children. Photographs are used in displays, child profiles and a digital photograph frame, to inform parents about what their child has been doing at playschool. This, combined with daily discussions, means that parents are well informed about the daily activities and able to become involved in their child's learning.

### **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

<b>Unique reference number</b>	EY376052
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	913000
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of provider</b>	RCCG Liberty Christian Connections
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 514 0145

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

