

# Lewin Pre-School

Lewin Pre School, 11a Natal Road, LONDON, SW16 6JA

## Inspection date

Previous inspection date

04/11/2013

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 develop secure attachments to their key persons, who know them well and support their individual needs effectively.
- Partnerships with parents are strong so that children settle well and parents, as well as staff, understand what children need to learn next.
- Staff make sure that children are happy, motivated to learn and enjoy being at the pre-school. Children's positive attitudes prepare them well for the next stage of their learning.
- Staff are respectful and considerate towards children so that children behave very well.

### It is not yet outstanding because

- Books and toys which promote children's understanding of other people are available. However, staff do not use a range of strategies to value the home languages of children learning English as an additional language.
- Staff do not make full use of resources to communicate with children with special educational needs and/or disabilities.

## 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 children's activities in the hall and the outdoor area.
- The inspector looked at children's assessment records and other documentation relating to the pre-school.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.

## Inspector

Jane Bull

## Full report

### Information about the setting

Lewin Pre-school opened in 1973 and re-registered in 2013 as a limited company. It is located in a residential area of Streatham, in the London Borough of Lambeth. The pre-school operates from a church hall. All children share access to an enclosed outdoor garden. The pre-school serves the local community and is open during school term times. It opens from 9 am to 3 pm from Monday to Thursday and from 9 am to 12 noon on Friday. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 42 children aged from two to five years on roll. The pre-school receives funding to provide free early education for children aged three and four years, and for eligible two-year-olds. It supports children with special educational needs and/or disabilities as well as those who are learning English as an additional language. There are six members of staff employed to work with the children. Of these, five staff hold early years qualifications. There is one member of staff working towards a qualification and one member of staff has Early Years Teacher Status.

### What the setting needs to do to improve further

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

- extend ways for staff to show that the home cultures of children learning English as an additional language are valued, to further raise children's self-esteem.
- further develop resources for communication with children with special educational needs and/or disabilities.

### Inspection judgements

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

Staff have a good knowledge of how children develop and learn. They plan and provide activities that are of interest to children and hold their attention. Consequently, children make good progress in their learning and are eager to take part in activities. Each child has an individual learning journey that staff use to record their development and next steps. This means that staff provide focused activities that target children's specific individual learning needs. Staff are working hard to implement a new system to record children's development and track their development. They use observations, photographs and children's work to show children's progress clearly and how they intend to support children's learning further. Parents are involved in their children's development as staff share information with them verbally on a daily basis and at termly parents' evenings. Parents comment that they are really pleased with the daily feedback that they receive from staff and they find the parents' evenings very helpful. This means that the staff

involve parents in their children's learning on an ongoing basis. Staff carry out the progress check for two-year-old children for all children as required. They share the checks with parents for them to review their children's progress. This means that staff can identify potential gaps in children's development and parents are aware of the progress their children are making.

Overall, staff have a good understanding of supporting children who learn or speak English as an additional language. Parents are encouraged to share information about home languages and key words when their children start at the pre-school. However, there are no signs displayed in the home languages spoken by children who attend. This means that, occasionally, staff miss opportunities to narrow any communication gap between them and other children, although consistent progress is made overall. Staff liaise with parents and carers to find out about each child's background and share information when they start at the pre-school. This helps the children to settle and provides continuity of care.

The pre-school provides a good range of activities to cover all areas of learning. Children demonstrate that they learn effectively as they play in the well organised hall. Children make sand castles in wet sand, which helps them to develop physically and further their mathematical skills as they work out how much sand they can fit in a bucket. Young children are encouraged to draw and write as they make patterns in the sand. These actions help the development of their early writing skills. Staff talk to children while they play so they learn the art of conversation and develop their language skills. For example, staff ask children what the wet sand feels like when they compare it to a container of dry sand. Children play enthusiastically with programmable toys that help them to learn about how things work and understand more about the world. Children's interest and enjoyment of books and literacy is encouraged through a well-stocked book corner. However, staff have not developed full opportunities to use signs and pictures to support communication and language development of children with special educational needs and/or disabilities.

Children enjoy a variety of outings to the community, including visiting shops and a local common. They learn about the natural world from activities, such as digging, planting raspberries and looking at seeds. These support children's physical development and understanding of the world around them.

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

Children are cared for in a welcoming and safe environment. There is a calm, relaxed atmosphere throughout the pre-school. The effective key person system clearly helps children to feel comfortable and form secure attachments so they develop their emotional well-being and independence. Staff discuss children's individual needs with their parents before they start to look after them. The settling-in procedure is gradual and supported by staff and parents to minimise parents' and children's anxieties. Parents comment that they know their key person, which enables them to have a good point of contact. This helps the children to feel confident and secure at the pre-school and

provides continuity of care.

Children behave well when they are playing and staff remind them of the behaviour rules. For example, children wait for a turn when more than two want to use the painting easel. As a result, children play happily together and share toys. Staff frequently praise children's good behaviour and their being polite and courteous. Staff show much interest in what children do and say and respond to children's comments to help children to develop positive behavioural and social skills. Staff complete regular and thorough risk assessments of the pre-school and outings they take the children on. These help to promote children's safety as staff identify and minimise potential hazards. Children practise regular fire drills, which staff evaluate afterwards to further support children to learn what to do in an emergency. Staff are able to take appropriate action in the event of an accident as most staff hold paediatric first aid qualifications. Children take small but safe risks when playing, for example as they climb safely up the steps to the slide. Staff provide suitable challenges to help children extend their understanding of risk and have a well developed understanding of safe practices.

Children learn about a healthy lifestyle through outdoor play and fresh air in the garden and on the local common. Staff work with parents to encourage them to provide healthy snacks and lunches for children. Mealtimes are sociable occasions when children chat with friends and are encouraged to develop their independence and pour their own drinks. Staff promote good hygiene procedures by reminding children to wash their hands before eating and to use separate paper towels. This approach helps children to understand about good personal hygiene. Staff prepare children effectively for changes in their lives, such as starting school.

Children have access to a good range of appropriate toys and resources indoors and outdoors. The premises are organised effectively to support children's independence. For example, children's pegs are at a low level so that they can hang up their coats and other belongings independently. Children know they can initiate their play and help themselves to resources. They can make their own choices as to where and what they would like to play with to develop their confidence and physical well-being.

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

The management demonstrates a good understanding of the responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. There is a good range of policies and procedures to inform parents and to guide staff in their practice. Most staff have a recognised childcare qualification and the manager is working to gain a higher qualification. This reflects the strength of the leadership and commitment to supporting continual professional development. Staff have a good understanding of the safeguarding and welfare requirements, including child protection procedures. They have safeguarding training to support their knowledge and provide a safe environment in which children play and learn. Staff know to report any concerns they may have to the relevant authorities. This means that staff are aware of their role

and responsibilities to protect children's welfare.

The management team uses effective self-evaluation to reflect on practice and to recognise priorities for improvement. For example, they look at food provision and move the snack and lunch area to the main hall. This makes children feel more included when they are eating and improves their learning and development opportunities. The management seeks the views of parents and children to evaluate provision and values regular support from the local authority.

Staff recruitment procedures are rigorous and effective to make sure adults caring for children are suitable to do so. Successful induction processes are in place and all new staff are required to familiarise themselves with policies and procedures. The management improves staff performance through appraisals, questionnaires, training opportunities and team meetings. The management leads a close staff team, who work well together. This means that staff are happy in their work and children benefit from consistent support and teaching.

Effective partnership working with parents and with other providers is a key strength of the pre-school. For example, local teachers are encouraged to meet children before they start school. This means they are aware of the abilities of the children they will teach and help to prepare children for school. There is consistency of care between practitioners to support children's progress. Parents are very positive about the care and teaching their children receive at the pre-school. They say that they are 'absolutely thrilled' by the pre-school and the provision it offers for their children.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY461099
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	912035
<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>	26
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Lewin Pre-School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02086779450

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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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