

Croydon Children's Club Learn With Pleasure

273 Norbury Crescent, Norbury, SW16 4LF

Inspection date	21/11/2013
Previous inspection date	15/03/2012

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 requires improvement

- Relationships between staff and children are warm and support children's development appropriately so they make steady progress.
- Children play and learn in a safe and secure environment.
- Children enjoy playing with the staff, and the staff follow the children's interests.

It is not yet good because

- Staff's assessments of children's learning are not fully used to plan challenging next steps in their development.
- Progress checks when children are two are not fully in place, to identify children's skills and areas for development. Consequently, parents are not always made aware how best to support their child's learning.
- Staff do not fully extend children's language and communication skills, or consistently introduce words linked to their play so that they can talk about their experiences.

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 children's play and interactions.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector spoke with children and met with the provider and manager.
- The inspector examined documentation, including planning paperwork, observations, staff suitability checks, and some policies.
- The inspector and the provider undertook a joint observation.

Inspector

Matthew West

Full report

Information about the setting

Croydon Children's Club Learn With Pleasure is part of a chain of five settings, which are privately owned by the same provider. It was registered in 2011 and operates from a self-contained, single storey building. It is located in Norbury, in the London Borough of Croydon. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school offers care to up to 30 children, during school term time only. The pre-school supports children who speak English as an additional language. The pre-school is open Monday to Friday 9.15am to 12.15pm and from 12.15pm to 3.15pm. There are three children on roll, aged two and three years old. It receives funding for nursery education for children who are three or four years old. Four staff are employed, all of whom have appropriate childcare qualifications.

What the setting needs to do to improve further

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

- ensure the assessment process is robust enough to clearly identify children's next steps and plan challenging experiences for each child. Ensure the information is used systematically to complete the progress check at age two, share this with parents and guide them in supporting their children's learning at home.

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

- enhance children's communication and language skills, by, consistently talking through what they are doing and introduce specific words linked to their play, to help children fully express themselves and talk about their experiences.

Inspection judgements

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

Children have access to a range of interesting resources that develop their skills in all areas of learning. They clearly enjoy learning through play, entering happily and choosing what they wish to do from the range of resources offered. Children explore and play, displaying growing independence and demonstrate a positive attitude towards learning. When children start, staff gather information from the parents about their child's likes. This helps staff to provide activities that interest the children; as a result, children settle quickly into pre-school life. Staff continue to teach, observe and assess the children's progress while they play and record their observations. However, they do not currently use the information gathered to effectively identify children's next steps. As a result, the

activity planning lacks the depth of information that would enable staff to plan challenging experiences for each child and promote children's development further. Furthermore, the assessment process is not robust enough to enable staff to complete the progress check for children aged two years accurately and share this information with parents. This means staff may not identify any gaps in children's learning quickly enough and do not fully encourage parents to support children's learning at home. Consequently, the children make steady progress rather than good. Parents have opportunities to discuss their children's achievements at pick up or drop off time and at parents' evening. Parents are happy and say "My child is better at sharing since they started nursery."

Children have access to a suitable range of learning opportunities in the pre-school. They are able to move freely around the pre-school choosing what they will do. Staff play alongside the children, offering gentle support and encouragement, enhancing their skills with individual attention. Children are developing generally well in the pre-school and gaining useful skills for their eventual move to school. Teaching in the pre-school is sufficient and developmentally appropriate. Children are active, engaged, and enjoy their learning.

Staff foster children's communication and language skills suitably. Staff demonstrate appropriate teaching methods to support children's communication and language through songs and rhymes. Staff listen carefully to what children say. However, they do not always talk through what they are doing, which does not fully support those children at the early stages of learning English to learn new words. Furthermore, staff do not always introduce specific words linked to the context of their play. For example, they do not consistently introduce the words 'oven' and 'cooker', while playing with the home corner. Consequently, this limits the use of extending key vocabulary in children's language development.

Children are developing their physical skills well; they are handling equipment, such as, glue spreaders and pens effectively to create a variety of pictures. They show confidence as they build trucks with construction toys. Staff use these activities to teach early mathematical skills, as staff count the wheels on the trucks with the children, and compare sizes. Children have regular use of the local park, where they run around and use larger equipment to enhance their physical development. Children enjoy role play that involves using the home corner area and resources and this encourages children to use their imagination well and re-enact home life experiences. For example, children pretend to make cups of tea and look after their 'babies'.

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

Staff develop strong relationships with the children, which support their development at the pre-school. Staff greet children warmly on arrival and children settle well and play happily. Children are confident to seek out staff members to support them when they need it, and are confident that they will get the help they need. The staff have a loving and caring relationship with children, who form strong attachments to familiar adults. Children separate from their parents confidently and settle quickly with sensitive support

from staff. When children moved on to their schools last year, folders with children's achievements and progress were shared with the parents to pass on to the school. This helps to support children's ongoing development and continuity of care. These processes have not yet been set up this year, however, the staff plan to do the same to support children's development and ease the move to school.

Children play in a calm, relaxed environment. Staff reinforce clear rules and boundaries, which helps children understand how they should behave. Staff offer regular praise and encouragement which promotes children's self-confidence and self-esteem. Staff promote children's independence as they freely access their own play materials and learn important self-help skills, such as hand washing and pouring their own drinks for snack.

The environment is appropriately set out to offer children a suitable range of activities and play opportunities that help to promote their learning in most areas of learning. Resources are accessible, so that children can make choices about their play. The environment is bright, and spacious, and set out so that children do not have to interrupt one another's play when going from one area of the room to another.

Staff support children's understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. The pre-school provides nutritious snacks, which include fresh fruit and water. Children are learning about the need for good hygiene practices as staff remind them to wash hands before touching food and after visiting the toilet. A jug of drinking water is kept available at all times, which children pour for themselves. This means that they learn self-help skills and do not become thirsty. Children benefit from regular fresh air and exercise during outdoor play, and trips to the park. This supports children's understanding of the importance of a healthy lifestyle.

Staff have high regard for the children's safety, and regularly assess the risks to children to ensure that they are minimised. For example, the premises are currently undergoing building works. Staff ensure that the area where the builders are working is screened off, and the children are not currently using the outside area, because the builders' equipment is stored there. Staff are instead taking children to the local park to get fresh air and exercise.

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

Staff have a sound understanding of the Statutory framework for the Early Years Foundation Stage, safeguarding and welfare requirements. Policies, procedures, and other documentation adequately promote children's health, safety and well-being. Staff collect dietary and medical information to ensure children are well cared for. Risk assessments and daily checks are suitable to minimise risks to children. Staff have a sound understanding of safeguarding issues and know how to protect children in the event of a concern and who to report this to. The pre-school receives appropriate references and check their suitability through the Disclosure and Barring Service before employing staff within the setting. These are appropriate procedures to help ensure staff suitability. Staff

ensure that all external doors are locked, visitors are required to sign in and systems for registering children are thorough.

Staff are monitored by the manager through supervision discussions and annual appraisals. These help staff to improve practice and to increase confidence, which in turn helps to provide a better quality of care for the children. Staff are motivated and keen to develop the pre-school. Monitoring and evaluation of children's progress is currently being reviewed to ensure that the assessment process is robust enough to clearly identify children's next steps and to plan challenging experiences for each child. As a result, the processes have not effectively identified gaps in children's learning. Consequently, improvement to the process is required, to enable children to make good progress.

The manager and her team reflect on the pre-school's practice to identify priorities for improvement and have clear ideas to support this. For example, they have identified the need to improve the planning of activities so that the required teaching targets for individual children are set. The manager is currently reviewing ways of doing this with her local authority advisor. Staff have worked hard to complete the actions and recommendations from the last inspection. This shows a sound capacity to sustain improvement.

Parents speak positively about their relationships with staff and are pleased with the care that their children receive. Parents appreciate discussions with staff each day where they are told about the activities their child has enjoyed, as well as parents' evenings to discuss some aspects of children's progress. To support all children's development, the manager has built sound links with the local authority advisor.

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

Unique reference number	EY429488
Local authority	Croydon
Inspection number	816651
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	3
Name of provider	Georgina Brenda Osei-Tutu
Date of previous inspection	15/03/2012
Telephone number	07958468611

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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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