

Newstead Road Pre-School

Compton House, Birch Grove, Lee, London, SE12 0SU

Inspection date	15/01/2014
Previous inspection date	25/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff provide a good variety of interesting activities that promote all areas of learning. They extend children's learning very well, as a result, children are making good progress.
- Good relationships between all children and staff create a calm and welcoming atmosphere.
- Children's learning and personal independence are promoted very well which helps prepare children for their next stage of learning.
- Staff work well together and organise the daily routines and activities to meet the individual needs of the children attending.

It is not yet outstanding because

- Children have fewer opportunities to use challenging play equipment and engage in rigorous activities that extend their physical skills.
- Links between other educational settings that children attend are less well established.

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 activities throughout the nursery and outside play area.
- The inspector had discussions with parents, children, staff and the chair of the management committee.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full report

Information about the setting

Newstead Road Pre-School registered in 1995. It has been on the present site since 2000. It operates from a purpose built unit located in the base of a small block of flats. The unit comprises two large playrooms, an office, kitchen, toilet facilities and a secure outside play area, part of which has been laid with a safety surface. The pre-school is managed by a parent committee and serves children from the local community. The pre-school is registered on the Early Years Register and both parts of the Childcare Register. The pre-school is open Monday to Thursday 9 am to 4 pm and Friday 9 am to 12.45 pm.

There is also a play scheme for children aged three to under eight years which operates for the same hours during some school holidays, although this is not running at present. There are 45 children on roll in the early years age range and the pre-school is in receipt of early education funding. Children attend different days throughout the week. A small number of children who speak English as an additional language currently attend, as do a small number of children who have special educational needs and/or disabilities. A total of seven staff work directly with the children, five staff hold a recognised childcare qualification and two staff are working towards gaining qualifications. The manager holds an early years foundation degree and the deputy holds an early years degree. The pre-school is a member of the Pre-School Learning Alliance (PLA).

What the setting needs to do to improve further

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

- extend opportunities for children to engage in more rigorous exercise and use more challenging resources to develop their physical skills
- further develop the links with other educational settings that children attend so that information about children's progress and learning needs is shared more effectively.

Inspection judgements

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

Children are making good progress in their learning and development as staff enthusiastically engage them in purposeful play. Well-planned adult led activities enable children to become absorbed in what they are doing as staff extend their learning effectively. For example, when using a very large box to make a castle children and staff look at a book about castles. Then they make a list of the things that relate to castles. This helps children to become critical thinkers as they all contribute their ideas, as they make links about people and resources they might find in castles. Staff encourage children

to develop their literacy skills as they contribute to the list with some showing emergent writing skills. This develops their awareness of writing for a variety of purposes. Staff effectively extend children's critical thinking skills as they decide together how they are going to make their castle. They look at the book to see the shapes of the windows and discussing how to make the drawbridge. Staff seize the opportunity to help children learn about safety as they talk about the tools before they use them to make holes in the thick cardboard. Children also enjoy dressing up and talk enthusiastically about the royal people who live in castles and recall many familiar stories that they know. Staff promote children's language skills exceptionally well by asking them lots of questions that make them think. They successfully engage the small group of children in an on-going conversation about the castle. Children's mathematical skills are developing well as they solve problems while using a variety of puzzles. Staff play mathematical games with children such as 'snap' where they match the colours and shapes. Children are supported well in developing their social skills as they take turns to place their card in the middle. They show consideration for others as they sit in a small circle so that everyone can see. These skills promote children's learning as part of a group and help prepare them for similar activities when they move on to school. Children's language and mathematical skills are further enhanced as they enthusiastically join in the songs and number rhymes with staff during group times. Children recognise numbers and develop their awareness of technology as they follow the mathematical game on the computer independently.

Staff develop children's understanding of the world, encouraging them to explore the variety of natural objects using magnifiers. Children also enjoy experimenting with the mud and water in the outdoor pretend kitchen area. Children are supported well by staff as they play imaginatively in the sand with small world resources such as cars and trucks. Children use balls and enjoy running around in the outside play area. They show good physical control as they jump in the row of hoops on the ground, counting them as they go. However, staff provide fewer opportunities to engage children in more challenging climbing and rigorous physical play activities on a regular basis. Children are creative and staff provide a good range of art, craft and drawing materials for children to choose; this means that children develop their free creative expression as they follow their own artistic interests. They explore while using paint and making handprints for example, and enjoy using dough with a variety of accessories.

Staff monitor children's progress well. They make regular observations of children's learning which are linked to the seven areas of learning. Staff clearly identify how well children are making progress within the expected levels for their age range. They plan a good range of activities to support their individual learning needs. Staff establish good links with other professionals to support children who have additional needs. However, methods of sharing information about children's progress with other educational settings that they attend are less well established. Staff share information with parents about children's progress on a regular basis to further promote their learning at home and consistency of care. Staff also use their assessments of children's learning to collate information about children's progress into written reports which form the progress check for two-year-olds and when children move on to school. Staff successfully plan and provide a good balance of learning opportunities that reflect children's individual learning needs.

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

Staff promote children's good health and well-being very well. They implement a gradual settling in procedure so that all children feel happy and settled when their parents leave. Staff and children have good relationships and show strong bonds. For example, children happily approach staff during play and show a sense of belonging as they say goodbye to their friends and staff when they leave. Children enjoy relaxed meal times where they sit in small groups with staff and have conversations about their home packed lunches and the events of the day. This supports their relationship building as they learn about each other's likes and interests. In addition, these self-care skills develop children's personal independence, which helps prepare them to move on to school.

Children take turns to help to prepare the variety of healthy snacks offered each session, such as fresh fruit, vegetables and bread sticks. Children know to wash their hands before they choose to join the snack table and choose the foods they would like to eat. This helps them to adopt healthy eating habits. Staff are aware of children's individual dietary needs and work with parents to support children during toilet training routines. Staff maintain good hygiene standards at all times. They develop children's awareness of safety by gently reminding them of safety issues such as sitting appropriately on chairs. All children participate in emergency evacuation drills on a regular basis. Children are well behaved and follow the daily routines well. They make a positive contribution to their learning environment as they use resources appropriately and all help to tidy away toys after use. Children benefit from being able to choose indoor and outdoor play throughout the day. Part of the outdoor area is undercover, enabling them to constantly enjoy fresh air and general exercise. Staff show regard to children's different learning styles as they provide a broad range of activities that reflect all areas of learning both indoors and outside.

Staff successfully develop children's personal social and emotional skills through well established daily routines and activities. They adapt children's learning by providing small group activities for older and more able children to engage them in more challenging tasks. This supports children's learning and personal independence so that they are well prepared to progress to their next stage of learning.

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

Good systems are in place to help safeguard children and protect them from harm. Staff effectively implement the safeguarding procedures and work cooperatively with other agencies to help safeguard the children in their care. Staff have completed relevant safeguarding training. Consequently, all staff are aware of the safeguarding procedures so that they can take prompt action if they have any concerns regarding children's welfare. Good systems are in place to monitor the suitability of staff. This includes appropriate vetting checks and on-going methods of supervision and appraisal. In addition, children's welfare is also safeguarded through the use of documentation. Staff keep accurate records of attendance of children, staff and visitors, along with records of any accidents or

medication. Staff show high regard to promoting children's safety. They conduct regular risk assessments relating to the use of the premises and all activities that children participate in. Staff have devised a full range of policies and procedures aimed at promoting children's welfare.

The learning environment is welcoming with displays and photographs of children during play. Information is displayed and regular newsletters and parents' evenings keep parents involved in the life of the pre-school. Parents also join in activities such as reading stories and talking to children in their home language to help children learn about different cultures. Staff also plan activities that relate to festivals so that children learn about all people in the community. Staff work closely with other professionals to support children who have any additional needs. They actively support children who are learning English as an additional language, by providing lots of opportunities for speaking and listening and songs and rhymes. In addition, staff use a computer tablet with children, uploaded with stories and early years games in the home languages of the children attending. The learning environment is well organised with a broad range of resources at low level for children to choose. Staff provide a stimulating educational programme which promotes all areas of learning effectively. Staff make very good use of the time that children attend with free-play, adult-led activities, small group work and whole group times. As a result, children are purposefully engaged in play and are making good progress in all areas of their learning and development.

Staff have established good systems of self-evaluation. This includes evaluating the educational programme on a daily basis and completing an evaluation relating to all aspects of their provision. As a result, they clearly identify the strengths of their service and areas they plan to improve. In addition, staff are developing methods of peer observation and reflective practice so that they build on their strengths. Staff show high regard to seeking the views of parents and value their contribution to the nursery. Good partnerships mean that information about children's progress and learning at home are shared effectively. Parents spoken to during the inspection commented on how they like the welcoming atmosphere and that they find staff approachable. They feel that their children are happy at the pre-school and are making good progress so that they are ready for school. Parents comment that staff always give them lots of information about their children's progress and all events of the day. Parents say that their children 'love it here'.

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	129103
Local authority	Lewisham
Inspection number	949080
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	45
Name of provider	Newstead Road Pre-School Committee
Date of previous inspection	25/05/2011
Telephone number	020 8857 9500

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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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