

Linden Leas Pre School

Hawes Down Infant School, The Mead, West Wickham, BR4 0BA

Inspection date

Previous inspection date

14/02/2014

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 make very good progress because staff provide an environment that encourage them to play in a variety of exciting and challenging ways.
- Staff have high expectations of children attending the pre-school. As a result, children make very good progress in their learning and development.
- All children, including those who are learning English as an additional language and children with special needs, are very well supported.
- Staff work closely with parents to ensure all children make good progress in their communication and language development.
- The pre-school prepares children for their move on to school very well because they have developed particularly good links with local schools.

It is not yet outstanding because

- The pre-school has not yet developed links with all early years settings some children attend, to promote consistency in children's learning.

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 observed activities inside and outside.
- The inspector completed a joint observation with the manager of the provision.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's parents' survey.
- The inspector held meetings with the manager and deputy of the provision and spoke to practitioners.
- The inspector looked at children's assessment records, the pre-school's planning documentation, the self-evaluation form and improvement plan.

Inspector

Marvet Gayle

Full report

Information about the setting

Linden Leas Pre School was originally opened in 1981. The current owner took over the Pre School in 1998 initially within a partnership and then changed to a solo provider in 2013. The preschool operates from a purpose- designed classroom within the grounds of Hawes Down Infant School in West Wickham, within the London Borough of Bromley. There is an enclosed outdoor play area. The Pre School is open during term time in the morning from 9am to 12pm Monday to Friday and in the afternoon from 12.30pm - 3.30pm on Monday, Tuesday and Thursday. A Lunch Club operates from 12pm - 12.30pm on Monday, Tuesday and Thursday and from 12pm - 1pm on Wednesday and Friday. Children can attend for the morning session or afternoon session plus Lunch Club if required, or stay all day. The preschool is registered on the Early Years Register and the compulsory part of the Childcare Register. It offers places to children aged from two years and six months old. There are 11 members of staff, including the manager. All staff have relevant childcare qualifications. The manager has an Early Years degree and Early Years Professional Status (EYPS).

What the setting needs to do to improve further

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

- enhance links with other early years settings children also attend, in order to support their learning and development outcomes consistently.

Inspection judgements

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

Staff have a secure knowledge and understanding of how to promote the learning and development of children. Effective planning supports children well, as it is appropriately challenging and caters for different development levels. Staff consistently demonstrate that all children are progressing well towards the early learning goals. Where children's starting points are below those of other children of their age, assessment shows they are improving well. The key person system together with successful engagement with parents, secures effective, targeted strategies, for children. They confidently acquire the key skills needed for the next steps in their learning. Children make very good progress because staff provide an environment that encourages them to play in a variety of exciting and challenging ways. Children who learn better outdoors are able to do so, as all learning areas are available both indoors and outside. Staff have an effective understanding of how to support children with thoughtful questions and engaging activities. Staff are receptive to children's ideas and are genuinely interested in their play; they lead by example as they listen carefully to what children have to say. This means that children know how to sit and listen attentively, for example, when talking about changes taking place with twigs that

staff have brought in from an allotment. Children speak very confidently and with clarity, because staff successfully help children talk about what they are doing and value their ideas. Children who are learning English as an additional language and children with language difficulties are well supported. Staff work closely with parents to ensure all children make good progress in their communication and language development.

Children play enthusiastically as they make a platform from large wooden blocks and planks. They show good understanding and listen carefully when staff point out how to carry the planks safely. Staff effectively encourage children to learn together and from each other and children confidently take considered risks, as they work out amongst themselves how to make the platform safe. Staff strongly support children's engagement in imaginative role-play. For example, children excitedly prepare 'stone soup', using a range of imaginary ingredients, and laugh with staff at the strange concoctions. They successfully introduce vocabulary to help children to talk about their observations and experiences linked to role-play food. Learning is extended as children become interested in where foods come from and how they use real ingredients to make edible soup.

Staff support children's developing knowledge of the world well. The twigs taken from the staff allotment fascinate children. They observe and discuss them eagerly, making sense of the changes happening. Staff effectively introduce new words to match their observations. Staff encourage them to make comparisons with some twigs that were collected some time ago to see the changes that have taken place. Children confidently explain how the twigs inside, where it is warm, have grown blossoms. Staff support children's understanding of the use of technology in the modern world. For example, by allowing children to use the photocopier to photo copy their drawing, reflecting real life situations. Staff encourage children to press the buttons and to think about the sequence of actions by asking, 'What next?' This means that children are very enthusiastic and keen to learn.

Staff have high expectations and successfully challenge and meet the needs of all children. Children are placed into age-appropriate groups for some activities. Children join in eagerly as they take part in counting, talking about, 'how many?', and using words such as, 'same' and 'difference'. Staff use story sessions to promote children's understanding of simple questions using 'who?', 'what?', and 'where?', and this encourages children to extend their thinking. Children count with confidence and there are plenty of resources and activities to support their understanding of numbers. Children sing counting songs and staff provide interesting challenges for children, such as counting the number of raisins and cherries they use to decorate their gingerbread person. This strongly supports their understanding of number, shape and pattern, helping them to be school ready.

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

Staff take time to settle children and their families into the pre-school, and this enables everyone to build good relationships and understand each child's needs. Children are happy at pre-school, they smile when they arrive and parents say that sometimes their children do not want to leave at the end of the session. Staff encourage children to think

positively of other people in the world, for example, they say, 'hello' in other languages and welcome children who speak languages in addition to English. Resources reflect the cultural diversity of the children, and show that staff value the different backgrounds. This further encourages children to think about what makes them the same, and what makes them different to others around them.

Children behave very well because staff have high expectations of them and explain themselves very clearly. Staff are good role models for children as they are enthusiastic and calm in their approach. As a result, children are polite and well-mannered as they share equipment or ask for more to eat at snack time. Staff are consistent in their expectations, which means that children feel secure and understand how to behave. Children know that they can behave differently indoors than they can outdoors because they understand the rules of the pre-school. Staff take opportunities as they arise to teach children about safety risks. For example, staff speak to children about how they move the planks when building the platform so they do not hurt others. These gentle techniques enable children to understand and manage their own risks in a meaningful way.

The pre-school is a stimulating, well-resourced and welcoming environment where children go to play eagerly together. Staff support children's all-round development and emotional well-being effectively. All parents are pleased to talk to staff as their children receive an enthusiastic welcome. Parents effectively exchange information about their children's welfare and learning. Staff listen to, and value, parents' suggestions. This means that all children, including those with additional needs, are well supported because of effective daily communication between home and school.

Children are motivated to be active and staff promote energetic play outside in all weather, keeping the children healthy. Children happily take on responsibilities. For example, they chop fruit and pour water independently at snack time. There is a lunch club and children have their own pack lunch. Parents are given information on healthy pack lunches and they are encouraged to provide fruits for children's snacks, promoting a healthy lifestyle. The snack bar system helps children to learn to be independent. Children proudly explain that they wash germs from their hands before they eat. They are competent at managing their personal needs relative to their ages. Each child has a key person who ensures their learning and care meets their individual needs, helping them to become school ready.

Staff encourage children's independence well. The cloakroom area encourages children to be independent as they find their own coat and put them on by themselves. Children move independently round the play areas and take responsibility for small tasks, such as putting their own pictures onto their tray. Children help to tidy up at the end of the session and move sensibly while carrying toys to boxes. This teaches children how to handle things carefully as they develop skills for school readiness.

The pre-school have developed good links with local schools. Some informal arrangements are in place to enable children to move onto their next phase of learning smoothly. For example, older children are taken to the Reception class assembly in the school next door. This is the school which most of the children will move to. As a result, children are familiar

with their new environment and support a smooth transition.

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

Arrangements for safeguarding children are strong and well embedded. The provider has a good understanding of her responsibility to make sure the safeguarding and welfare requirements of the Early Years Foundation Stage are covered. She makes sure all staff, have a secure understanding of safeguarding policy and procedures through training. As a result, staff have good understanding of child protection the different types of abuse and what to do if they are worried a child is at risk of being abused. The provider records information about staff qualifications, identity checks and vetting processes. She ensures staff receive effective induction training to help them understand their roles and responsibilities. This includes information about the pre-school's equality and behaviour policy. Effective supervision and peer observation provide support, coaching and training for staff, which promotes the interests of all children. The deployment of staff successfully meet the needs of children and ensures their safety. There is a clear policy, and procedure, for assessing any risks to children's safety, and staff review risk assessments regularly.

The provider has a good understanding of her responsibility to make sure the learning and development requirements of the Early Years Foundation Stage are met. The management team monitors the areas of learning and development, which shape activities and experiences for children. Children successfully acquire the necessary knowledge, skills and understanding to reach the early learning goals. The pre-school's well-planned environment and teaching methods strongly meet the needs of all children and effectively close gaps in achievement. Staff have a good, secure understanding of the areas of learning and how children learn. There is an efficient assessment procedure in place for measuring children's progress. An effective and well-established programme of professional development is helping practitioners to improve their practice.

Thorough self-evaluation takes into account the views of staff, children and their parents. For example, the pre-school has identified developing 'Forest school' teaching as an aim. They have plans to make effective use of the wooded area to which they have access, to make it an interesting learning environment.

Staff work hard to develop the partnerships with parents and parents spoken to on the day of the inspection reported that that they appreciate that staff take time to keep them up to date with information about their children. They say they are, 'very satisfied' with the pre-school; they feel confident that the staff know their children well and say that their children love going to the pre-school. However, effective systems for liaising with other settings that children attend are not fully in place, to support children with a consistent approach to meeting their care and learning needs.

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	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	EY465546
Local authority	Bromley
Inspection number	928903
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	33
Number of children on roll	56
Name of provider	Lesley Caroline Davies
Date of previous inspection	not applicable
Telephone number	07933763183

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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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