

# Penge Community Pre-School

Anerley Methodist Church, Oakfield Road, London, SE20 8QA

## Inspection date

12/05/2014

Previous inspection date

02/07/2012

## 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

- The care of children with special educational needs and/or disabilities is a key strength and their individual needs are met well.
- Children enjoy good relationships with staff. As a result they are happy and keen to learn and grow in their self-assurance.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting are good. Consistent practices are implemented to monitor practice and ensure that children are able to progress well.

### It is not yet outstanding because

- Staff do not all actively promote children's early writing skills on a daily basis.
- The organisation when children move between activities leads to children waiting for extended periods and reducing learning times for them.

## **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 in the main play rooms and the outdoor play areas.
- The inspector spoke with a member of the committee, deputy manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documents and children's records.
- The inspector observed safeguarding practices and looked at the settings safeguarding policies and procedures.
- The inspector invited the deputy to carry out a joint inspection.

## **Inspector**

Rebecca Hurst

## Full report

### Information about the setting

Penge Community Pre-School has been operating since approximately 1975. It is run by a voluntary management committee and operates from two rooms in a church hall. The premises have disabled access. There is a secure outdoor area accessed from the main room. The pre-school is situated in a residential area in Penge within the London Borough of Bromley.

The pre-school is open each weekday from 9.15am to 12.15pm and 1pm to 4pm, during term time only with a lunch club provided in-between sessions. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 62 children in the early years age range on roll.

The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school accepts children from two and a half years old. The pre-school currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs five members of staff, all hold appropriate early years qualifications at level 2 and above. Additional volunteer helpers and students also work in the pre-school.

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

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

- provide more opportunities for children to develop their literacy and pre-writing skills, for example by allowing children to practise writing their names on their work
- review the organisation of the routine to reduce the length of time children have to wait unoccupied, to maximise the use of time for play and learning.

## Inspection judgements

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

The good quality of teaching helps children to make good progress in their learning and development. Staff effectively plan activities and experiences that promote the children's individual next steps for their learning. Staff successfully track the children's progress towards the early learning goals. They use information gathered through observation and assessment to see if there are areas of learning where children require extra support. Detailed progress reports are carried out on a regular basis and the required progress

checks for children aged between two and three years are all shared with the parents so they can see the progress their children are making.

Staff work very closely with other agencies caring for the children. They work together with the parents to complete individual education plans and to set realistic targets for the children to work towards. These are then used to inform planning. Staff also attend meetings with other agencies to support the children's learning and development. Given the children's starting points they are making good progress and are gaining the skills they will need for their future learning.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. During group reading sessions staff ask children useful questions about what is happening in the books. This allows them to think about the answers and older children use descriptive words to describe the storyline. This further promotes children's language development.

Children enjoy a range of learning experiences in the pre-school, which promotes their learning and development across the seven areas of learning. However, children's early writing skills are not always actively promoted. For example, children are not encouraged to write their names on their artwork or to use mark-making for different purposes. Children enjoy creative activities and enhance their physical and creative skills through cutting and sticking colleges. Children make their own play dough with the staff and use a good range of resources that help to promote their physical development. For example children use rollers, cutters and moulds to make different items. Staff ask the children useful questions to get them to think about what they are making. They successfully enhance the children's language development through the good use of descriptive words. Staff work with the parents of children who are learning English as an additional language and gather key words in their home language to support them. Staff make good use of these key words to aid children's communication.

Children thoroughly enjoy outside play. The enclosed garden is well equipped to enhance all areas of development. However, preparation to go outdoors takes an extended period of time. Children wait patiently until all children and staff are ready to go out. During this time many are unoccupied. This arrangement does not maximise the time available for play and learning.

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

Staff use resources well to promote all areas of learning. The resources are all stored so that children can freely choose what they want to use in the hall, to further enhance their learning and development. During tidy-up time children are skilled in handling the resources to put them away. Children also help the staff to sweep the floor using dustpans and brushes which promotes their physical development well. This also helps to promote children's independence skills.

An effective key person system is implemented to ensure that children's individual needs

are met. Staff work with the parents and children to settle them into the pre-school and when they move to school. They look at the children's interests and use these to plan initial activities to help them to settle. Staff invite teachers from the local schools to come into the pre-school to talk with the staff about the children and to meet them. This provides good continuity of care for the children. Staff support the children's independence skills, for example, they encourage them to put on their coats to play in the garden.

Children learn about keeping safe through the staff's effective support. For example, staff teach children about tripping hazards when using the steps outside and make sure children walk when they are in the main hall. Regular risk assessments are completed to identify and minimise any safety hazards. Children also participate in regular fire drills. This helps children to understand what to do in an event of an emergency. Staff teach the children about their own safety and give suitable first aid treatment, as required. This promotes children's safety and well-being.

All staff are consistent in their approach to behaviour management and deal with children's behaviour well. Staff use timers for the children to learn when they need to stop playing with a toy and to share with others. This successfully teaches the children the importance of sharing. Staff use distraction techniques with the children and talk to them about their behaviour and the importance of working together with their peers. Given the children's ages and stages of development they behave well. Staff work well with parents and outside agencies to support children's special educational needs and/or disabilities. They develop suitable behaviour management strategies, as necessary, and produce individual education plans to promote children's learning and development.

All children learn about good hygiene routines. For example, they routinely wash their hands at appropriate times throughout the day. Children enjoy valuable social experiences during snack and mealtimes. All children wash their hands and come to line up to choose their snack and drink. The children sit down with what they have selected and take their plates from the table when they have finished. This promotes children's independence and self-help skills well.

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

The pre-school management demonstrate a good awareness overall of the requirements of the Early Years Foundation Stage. However, at the time of the inspection, it was found that the provider had not notified Ofsted of changes to the committee members, as required. The provider agreed to rectify this immediately. This failure to meet requirements does not have a detrimental impact on the quality of children's care or well-being. This is because the provider makes sure that all adults working with the children have completed Disqualification and Barring Service checks or are not left unsupervised with children.

Staff have a secure knowledge of the pre-school's safeguarding and child protection

arrangements. They understand and implement the safeguarding policies and procedures well. These include the whistle-blowing policy and what they need to do if they have a concern about a member of staff or the manager. Detailed risk assessments are used to maintain a safe play and learning environment. Robust recruitment procedures are followed to check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and show when checks were carried out. As a result, children are cared for by suitable staff.

Staff's ongoing suitability is promoted. The manager carries out regular formal and informal appraisals and supervisions with each member of staff. The secretary of committee monitors the work of the manager. They encourage professional development and together identify any staff training needs. Staff attend regular training provided by the local authority to enhance practice and promote children's learning and welfare. Recent training has included, supporting deaf children with their learning and epilepsy training. Staff are effectively deployed around the pre-school to maintain ratios and to supervise children to keep them safe. Behaviour is managed appropriately. Extra staff are brought into the setting to support children who require one-to-one support because of special educational needs and/or disabilities. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the planning and evaluation of practice. Staff plan and provide a good range of experiences for children covering all areas of learning and they monitor their progress well. This leads to good outcomes for children.

The provider's self-evaluation process is good. The manager works with staff and the parents to make changes to practice and activities in the pre-school. Staff involve the parents by gathering their views on the service they provide using questionnaires. Their views are valued and used to target aspects for improvement. For example, at parents' request they now provide reading books for the children to take home. The manager is looking at ways to take children on outings. They recognise the learning opportunities that outings can provide. They do not currently take children on outings because they do not have enough staff to provide the high level of supervision they want to offer. Staff have permissions from parents to take children out on short outings if they can. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are responsive to the users of their service. This shows a positive impact on the well-being of the children and that the management team are committed to driving continuous improvement.

Staff work closely with the parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work very closely with other agencies that are involved in the children's care. This provides continuity of care and learning for all 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>	137331
<b>Local authority</b>	Bromley
<b>Inspection number</b>	973981
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Penge Community Pre-School Committee
<b>Date of previous inspection</b>	02/07/2012
<b>Telephone number</b>	020 8289 6771

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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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