

# Sydenham Pre-School

Community Room, Macklin House, Shackleton Close, LONDON, SE23 3YP

## Inspection date

Previous inspection date

06/05/2014

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

- Strong leadership, good team work and effective self-evaluation ensure the pre-school is continuously strengthening and developing outcomes for children.
- Children with special educational needs and/or disabilities are quickly identified and supported well by staff.
- Children benefit from staff teaching skills and good planning that is linked to targeted activities and children's interests.
- Staff have strong bonds with children and their families, which makes children feel safe and secure.

### It is not yet outstanding because

- Although the quality of teaching is good, staff occasionally do not challenge the abilities of older and more able children in their reading skills and provide them with more responsibilities within the setting.
- There are some missed opportunities to involve parents in the parents' forum, to aid in developing new ideas and projects to support the setting's continuous improvement.

## 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 held a meeting with the manager and had discussions with staff members.
- The inspector observed activities in the main playroom and the outside play area.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, as well as the setting's self-evaluation and improvement plan.
- Some parents contributed to the inspection by giving their views about their levels of satisfaction.

**Inspector**  
Gillian Cubitt

## Full report

### Information about the setting

Sydenham Pre-School was registered in 2012. The pre-school is owned and managed by the Pre-School Learning Alliance. The pre-school operates from a community room on the ground floor of residential flats in Sydenham, in the London Borough of Lewisham. There is a secure area for outside play.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. There are currently 36 children on roll. The pre-school operates five days a week, during term time only. Opening times for the morning session are 8.45am until 11.45am and the afternoon session runs from 12.30pm until 3.30pm.

Sydenham Pre-School supports children with special educational needs and/or disabilities, as well as children who are learning English as an additional language. The pre-school receives funding for the provision of free education for two-, three- and four-year-old children.

The manager has a level 4 qualification in childcare and there are two full-time members of staff who hold a level 3 qualification. The pre-school also has the support of a range of bank staff and volunteers. It is currently working towards an accreditation scheme for quality.

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

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

- place more focus on extending the abilities and skills of the more able children, through introducing simple phonetics when reading stories and giving them responsibilities such as caring for plants and animals
- develop the parent forum and seek their contributions towards the setting' self-evaluation.

### Inspection judgements

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

Staff have a good understanding of how young children learn and develop. They plan a broad range of interesting activities to stimulate children's curiosity and aid them in learning. Staff constantly interact with children during play, which also helps to develop and extend children's understanding and knowledge. For example, staff ask them to think

of the ingredients they need to make dough. This requires children to consider how to form a mixture, which introduces them to early problem solving. Staff encourage children to take control and extend their own ideas by adding other ingredients such as colour, glitter or string. This makes the activity more exciting as children are eager to express their ideas, and staff encourage their language skills by asking them to describe what they are adding and how it affects the consistency of the dough mixture. Children learn descriptive words such as 'squishy' and 'squashy' as they squeeze the mixture, while another child gradually adds drops of water. This effective approach to teaching encourages children to be active learners and fully supports them to achieve in all areas of the educational programmes. For example, children count as they spoon in the salt and then the flour, to ensure they are in even amounts. They measure the water and learn about changes that occur in consistency due to their actions, which excites them to explore further. Children are developing good hand and eye coordination and strengthening their fingers through kneading the mixture. Their social skills are becoming very strong because they are learning to work as a team and to express their ideas to each other. Most teaching is better than good. Staff know the children very well and provide activities to support their individual learning. For example, for a child with limited speech, staff take training to introduce the 'picture exchange communication system', which aids children's ability to communicate and fully access group activities.

Children have an active interest in looking at books and particularly enjoy the story time with musical instruments at the end of the morning session. Staff also relax with children to read stories that children choose. Children eagerly look at the pictures and look at the words as staff read. Staff use different tones and expressions, which also engage children's interest. However, they do not always adapt reading activities to meet the needs of the varying ranges of children, for example by introducing early letter phonetics for the older and more able children who are showing a keen interest in forming letters in their mark making and writing.

Staff make accurate assessments of children's learning through effective observation, assessment and planning systems. Each child has a key person who forms a bond with the child and family from the first day at the setting. The key person has a good knowledge and understanding of children's individual learning needs. The progress check for two-year-old children is a particular strength and enables staff and parents to take early action to support a child who may be falling behind. As a result of this effective monitoring, children demonstrate the characteristics of effective learning, and evidence shows they are making consistently good progress towards the early learning goals. In some aspects, children excel, such as in their confidence and ability to independently dress themselves. This supports them in their preparation for their school days ahead.

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

Children, parents and staff have a very strong relationship; this is because the key person system is effective and significantly contributes to children's sense of security and well-being. Children receive a warm smile and welcome from their key person as they arrive. Children are clearly confident and at ease in their pre-school environment. They take off

their coats, hang them on their individual photographed pegs and eagerly skip to the assortment of activities. Children particularly gravitate to the role-play area to pretend to make meals in their kitchen. This shows that they are making friendships and know it is their play space for them to develop and create their own ideas. This makes them feel safe and secure. Staff also reinforce children's understanding of safety through their rigorous attention to their risk assessments. For example, children learn to walk up the concrete stairs to go outside by holding the rail. On outings, staff teach children about the procedures to cross roads in safety, by holding hands and watching traffic.

Children with special educational needs and/or disabilities receive good support from their key person, to ensure they achieve their learning outcomes. Inclusion has a high priority in the activities staff do with children, adapting these appropriately. Consequently, children learn from good role modelling by staff about people's similarities and differences. Children also have some opportunities to handle pets, learning to treat them with care and respect. This gives children some perspective of the needs of small animals that rely on people to care for and feed them. However, opportunities to take more responsibility for caring for pets are not fully extended for more able children.

Children independently follow good hygiene routines, which support their health. They have a range of healthy snacks during their buffet-style breaks, where they learn to make decisions on what to eat and when to stop their play. Meal times are also a social time. This is because staff accompany the children to eat their packed lunch. Staff use this opportunity to have a discussion. They talk about different foods they enjoy and eat, where food comes from and what is good for them, which raises children's awareness of healthy eating. There are good measures in place for managing children's health and well-being. Staff follow regular cleaning routines and accurate procedures for recording accidents and medication, which contribute to the minimising of illness and infection.

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

Staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. They understand their role in protecting children from harm and are confident of what to do, should they have a concern about a child's welfare. All staff members hold appropriate safeguarding certificates. Recruitment and induction procedures are in place and checking of staff's ongoing suitability is rigorous. Risk assessments are thorough and, as a result, children are cared for in a safe environment. Sampled documents are well maintained, giving a firm indication that all required records are in place and securely underpin children's safety and welfare. All members of staff currently hold a first aid certificate, meaning there is always someone available to administer first aid should the need arise following a child having an accident. Premises are secure at all times and staff rigorously adhere to policies and procedures. This was evident during the inspection as it was brought forward following a concern that was notified by the provider to Ofsted. The provider demonstrated that they knew the correct procedures to protect children, resulting in an appropriate resolution and no action required by Ofsted.

The manager and her staff are dedicated to providing quality teaching and learning and, therefore, they are consistently striving to improve the standards within the pre-school. They also have the good support of the advisors and managers of the Pre-School Learning Alliance. They are constantly reflecting on teaching practice, child assessment and planning to meet children's needs. Overall, this is managed well with the support of multi-agency working.

All staff benefit from effective, targeted programmes of professional development. Staff receive regular supervision and staff meetings are held weekly to discuss children's ongoing progress. The manager also receives detailed appraisals from the Pre-School Learning Alliance managers, which gives the pre-school good support in its aims for continuous improvement. Staff also have regular opportunities for training, which keeps them up to date with the latest changes in legislation and good practice issues. The manager and staff show a strong commitment to making improvements to the environment where children play and often do this in their own time. For example, during the summer break, managers and staff made major changes to the layout of the room, to provide the children with more space. There are also plans to improve and possibly extend the outside play area. This will provide children with more open space to run and play.

Staff work closely with parents and through good communication, they work together to meet the children's needs. Parents comment on their appreciation of the work staff do. For example, there is always support when they need it, such as individualising their child's potty training to maintain consistency with what parents are doing at home. Parents are willing to contribute their ideas although at present, there are very few parents involved in the parent forum to present the parents' views in a cohesive way.

The setting has strong partnerships with other agencies and childcare professionals in the area. Regular contact with educational professionals means that there is good monitoring of children's progress. Children leave the setting as confident, capable children, who are ready for the future challenges of their school environment.

### **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>	EY443150
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	967061
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 0
<b>Total number of places</b>	18
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02086992464

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

