

Lincoln Hall Preschool

70 Fern Street, London, E3 3PR

Inspection date	15/05/2014
Previous inspection date	29/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff provide a dynamic and vibrant learning environment based on children's interests., This enables children to make rapid progress at their own pace given their starting points and capabilities.
- Children have balanced, nutritious meals and snacks and enjoy a rich variety of fresh fruit and vegetables which help to promote their good health.
- Children who have special educational needs and/or disabilities are very well supported, as a result of staff's highly comprehensive knowledge and practice.
- Parents are involved in furthering children's progress because staff guide and advise them how to support their child's learning and development, both at home and at the pre-school.
- Staff place utmost priority on building strong partnerships with parents and carers to promote children's well-being.
- A fully embedded transition programme supports children's emotional wellbeing in readiness for school.

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 spoke to the manager, inclusion and SEN coordinator and staff at appropriate times throughout the day.
- The inspector conducted two joint observations with the manager.
- The inspector observed activities throughout the pre-school in the indoor and outdoor areas.
The inspector looked at samples of documentation, including children's records,
- learning and development information, self-evaluation and selection of policies and procedures.
- The inspector took account of the views of parents through discussion.

Inspector

Debbie Buckingham

Full report

Information about the setting

Lincoln Hall Pre-school registered in 1982. It is situated in the Linc Centre in Bow, in the London Borough of Tower Hamlets. The pre-school is managed by a voluntary management committee. There is access to a fully enclosed garden. The pre-school serves the local community and provides two sessions each weekday from 8.45am to 11.45pm and 12.30pm to 3.30pm, 38 weeks of the year. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 74 children aged from two to five years on roll. The pre-school receives funding to provide free early years education for children aged two, three and four-year-old. The preschool supports children who have special educational needs and/or disabilities and those who learn English as an additional language. The pre-school employs twelve members of staff, of which eleven hold an appropriate early years qualifications. The manager holds a degree in Early Childhood Studies.

What the setting needs to do to improve further

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

- further develop staffing levels to foster children's exploratory outdoor play, so they make best use of the environment and resources.

Inspection judgements

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

Staff have a highly comprehensive knowledge of how children learn through play. They record detailed observations of children as they play, which gives them an excellent insight into children's individual learning styles and interests. They use this to inform sharply focused planning, which meets the needs of each child and the needs of the small groups they are divided into for parts of the session. For example, staff observe children's interest in the newly hatched chicks and the empty shells, so they plan an activity to draw egg shapes and talk about what they find inside. This helps to further their knowledge and understanding. Staff make home visits when children start at the pre-school, which means they obtain valuable information from parents about what the children know and can do. They use this, alongside their own initial assessments of children, to plan the next steps in their learning from these starting points. The ongoing assessment of children's progress is precise and informative, as staff measure each step in their learning against detailed criteria. This enables staff to easily identify any gaps in children's learning and address these quickly and effectively. Staff get to know children very well through their observations, which means they plan focused activities based on children's interests and needs. Therefore, children make very good progress at their pace and level. Staff ensure that parents share daily information about children's achievement at home through

'memory books' that share photos of child's play and a 'home liaison books' that details information about the child's emotional well-being. Parents attend termly progress review meetings, so they can see how children learn through play and discuss their progress with their key person.

Staff help children to develop their communication and language skills effectively through giving them opportunities for them to practice this in their daily play. Children select their own names and self-register each day and then freely engage in activities of their own choosing, before assembling into small key person groups. Staff use verbal prompts and symbols to support those children who have difficulties with speech and language to help children to express themselves and gain confidence in speaking in front of the group. Staff also use this approach to support children who learn English as an additional language. Children are learning to count and to recognise numbers, as staff take opportunities to build upon children's mathematical skills. They help them count on their fingers how many chicks they can see and how many more will hatch, so they learn to use simple addition and subtraction. Staff use mathematical language as they tell children the chicks are very small and when they are older will grow bigger. Children eagerly offer explanations of the chickens' life cycle from posters that display simple images which help children make sense of living things.

The quality of teaching is consistently very high. For example, three-year old children use masking tape on the floor to create patterns. Staff use effective teaching methods to encourage children to work out how the tape will join together, so that it forms a shape. Children are challenged through skilful questioning about what shapes they can make. Children persevere and concentrate very well until the task is accomplished. Children are very well prepared for school, as staff focus on developing their social skills and provide them with excellent opportunities and guidance, so that they learn to resolve conflicts and solve problems. This equips them well for their future learning and helps children reflect on their learning and to apply it in a range of contexts. Children develop their physical skills very well as they use the mezzanine play area outside. Staff teach children different ways they can use the equipment and plan exciting activities, which help develop individual children's skills. Although children access this area freely they would benefit from more direction and support from staff in this busy outdoor area. Children benefit from the well-planned, structured sessions because they are given stability and consistency in this safe and stimulating learning environment. The toys and resources are easily visible and accessible to children in the play room and outdoors, so that they learn to make independent choices. Children with special educational needs and/or disabilities are exceptionally well supported through close working partnerships with parents and a wide range of outside agencies, including the speech and language therapist and the inclusion coordinator. Staff are extremely knowledgeable and vigilant in their ability to identify any special educational needs and/or disabilities and to secure early interventions through excellent support network available through the local authority.

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

Children are very emotionally secure, as staff provide consistency in their routines, so that children know what is expected from their day and what is expected of them. Staff obtain very detailed information from parents about children's emotional and welfare needs when they first start, so that they can meet these effectively. Children and their families are extremely well supported through a wide range of support services, which staff access if they need them. Staff work closely with parents to give children consistency in their care and routines, so that they settle easily into pre-school, and feel safe and secure. Children form close bonds with their key person, who gets to know children and families well. This begins at the home visit when the child first starts at the pre-school. Children are very happy and form good relationships with each other and the staff.

Healthy eating is well promoted at the pre-school. Children choose from a range of fruits and vegetables at snack time and learn to pass the plate so they take turns. Staff teach them about which foods are healthy and unhealthy. Children are offered milk or water with snack each day in support of healthy practices and can access fresh drinking water at anytime. Children are active each day as they play outdoors and learn to manage risks safely as they play on the mezzanine and with the wheeled toys. Children learn to be independent as they wash their hands, hang their coats up and learn to put their shoes on. Staff plan these opportunities into the daily activities, so that individual children learn the skills they need to practice.

Children's behaviour is very good and is managed well by staff in ways appropriate to children's level of understanding. They are firm in setting clear boundaries and explain carefully to children how their behaviour makes others feel and how they should act, so that all children can play happily and safely. As a result, children show high levels of self-confidence and in social situations are developing a very good understanding of how to manage risks and challenges relative to their ages. Staff ensure that they have children's attention, making good eye contact and getting down to their level before explaining things to them. During the chick exploration, staff teach children about how to keep themselves clean. For example, after children have held the chick, staff explain that they must now wash their hands to remove the invisible germs from their hands, so they don't become ill.

Children's transitions to school are managed extremely well, as staff invite teachers to visit the children and arrange for the children to visit their schools. Parents are well informed about the process and children listen to stories and take part in discussions. This means they feel secure about the change. Staff share information about children's progress and needs, so that these continue to be met.

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

The inspection took place following a notification from the management to Ofsted of an incident outside of the Preschool of the death of a sibling of a child attending the preschool. This led to an inspector visiting, where it was found that the manager did not report a concern before the incident to the correct authorities in line with safeguarding

policy and procedures. Therefore the provider did not meet the correct legal responsibility as set out in the Early Years Foundation Stage Welfare Requirements in notifying other professional agencies in a timely manner of a significant event. The inspector found that the manager did not report the incident immediately to the relevant authorities in line with safeguarding policy and procedures. Since the incident the management and staff have demonstrated a thorough knowledge and understanding of their roles and responsibilities with regard to child protection and the procedures to follow. The management explained that all staff has revisited the safeguarding training and their knowledge has been fully tested. Tower Hamlets Local Safeguarding board is conducting a serious case review in conjunction with the management team are cooperating fully with the review.

Staff have a very clear understanding of the safeguarding and welfare requirements as a result children's safety is well protected. Staff place importance on all aspects of safeguarding and is always on the agenda at staff meetings. In addition, the management team ask staff detailed questions to test their knowledge and ensure they know how to identify and report concerns. A range of safety measures add to children's well-being for example, key coded doors prevent children from leaving the rooms unsupervised and allow only those authorised individuals with permission to collect children to have access to the room. Any accidents involving children are promptly recorded and parents notified of the accident with the details of the care received. All records are stored in a securely locked cupboard that aids confidentiality. Required adult to children ratios are adhered to and all adults working in the nursery are appropriately vetted and inducted to ensure they are suitable to work with children. Guidance in keeping children safe at home is extended to parents through a very informative noticeboard, posters and advice from staff. This means that children are very safe at the pre-school.

Leadership and management is impressive and inspirational because the management team are passionate about providing the best possible care and support for children and their families. Teaching and planning is excellent and well monitored through highly reflective and well-documented programme of observations and staff practice, appraisals and supervision. At staff meetings they discuss training, areas for improvement, targets planning and assessment. The staff work extremely well as a team to evaluate the provision and set focused action plans, which continually improve children's learning experiences. Staff shape their own professional development through attendance at regular training courses. As a result they meet the needs of the pre-school as they improve their knowledge and skills for the benefit of the children. The views of parents and children are included in the self-evaluation process, as staff encourage parents to make comments and suggestions, so their needs are met.

There is exceptional partnership working with other professionals to support children and their families. Staff work closely with inclusion coordinators, social workers, and many others and refer families to additional support services where this is necessary, so that children are secure and their individual needs are met. Management have very effective links with the local authority and are part of a local forum that share ideas, best practice at regular meetings. A local authority early years development officers provide advice and training for staff and have audited the provision resourcing and staff knowledge in relation to toddlers and young children learning. As a result the outcome has identified outstanding features and supported the management in development of their self-

evaluation document.

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	119584
Local authority	Tower Hamlets
Inspection number	960962
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	80
Number of children on roll	74
Name of provider	Lincoln Hall Playgroup Committee
Date of previous inspection	29/05/2012
Telephone number	020 7987 8057

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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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