

Childville Pre-School

Curzon Community Centre, Bastable Avenue, BARKING, Essex, IG11 0LG

Inspection date	19/06/2014
Previous inspection date	18/01/2012

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

- Staff have good relationships with the children and parents. As a result, children are settled, secure and interested in their learning.
- Children benefit from a variety of well-planned play experiences indoors and outdoors. They are making good progress in their learning and development.
- Staff work well as a team and communicate information effectively. The key person system works well to develop strong relationships between staff, children and parents.
- Staff develop good partnerships with parents and exchange information on a daily basis, to keep parents informed about their children's care, activities and learning progress.

It is not yet outstanding because

- Popular activities are not always well resourced to enable all children wishing to participate to do so. The lack of resources also affects children's ability to extend activities using their own ideas.
- Children are keen to use the pre-school computer but staff have not considered the suitability of the software programmes to make sure that they benefit all 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.

Inspection activities

- The inspector spent time talking to children and staff.
- The inspector observed activities indoors and outdoors.
- The inspector and manager carried out a joint observation of an adult-led, group activity.
- The inspector spoke to parents who were available at the inspection.
- The inspector looked at required documentation to support children's welfare and learning.

Inspector

Shaheen Belai

Full report

Information about the setting

Childville Pre-School registered in 2011 and is managed by Childville After School Services Ltd, a private company. The setting is situated within Curzon Social Club in Thames View, within the London Borough of Barking and Dagenham. The premises are shared with members of the club. The pre-school has its own designated indoor areas for their sole use. Children have access to a large hall and associated facilities. There is an outdoor play area which is for their sole use during hours of operation.

The setting operates Monday to Friday, term-time, from 9.30am to 12.30pm. The setting is registered on the Early Years Register. There are currently 27 children in the early years age range on roll. The setting provides government funded nursery education for two-, three- and four-year-old children. The setting currently supports children who are learning English as an additional language. Children who attend the setting come from within the local area.

The setting employs five members of staff, including the manager. All staff members hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- give greater consideration to the organisation of popular activities to enable all children wishing to participate to do so, and for children to extend activities using their own ideas, for example by providing additional props and resources

- increase opportunities for children of all ages to use information technology, for example by extending the range of computer software programmes available.

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. Staff work well as a team to share information about children's development, and the skills being acquired. The key- person role is implemented well to support children to settle and exchange information about children's learning with parents. Staff plan and provide a good range of purposeful activities indoors and outdoors. This enhances children's learning and development to help them make good progress in their development. Staff include parents from the earliest opportunity. Staff ask parents about children's individual needs, their likes and their starting points. Staff use effective systems of observation and assessment,

such as written observations and the use of photographs to successfully identify where children are in their learning and to monitor their progress. They also use a recognised system to assess children's engagement in learning and their well-being. Staff complete the required progress check for two-year-old children and share them with parents. Staff share other assessments with parents periodically and encourage their contributions to promote continuity of learning. Children develop good skills to help prepare them for school. For example, they are encouraged to choose activities, be independent and develop self-confidence for moving onto school.

Staff support children's communication and language skills well. For example, they support children who are learning English as an additional language by using key words in their home language. Staff also support language development using appropriate questioning, extending children's vocabulary and using actions with rhymes. Children take direction and instructions well from staff. For example, they followed step-by-step guidance to make play dough and eagerly helped to clear away resources when asked to do so. Children happily play with staff or alongside them in activities indoors and outdoors. For example, they welcomed staff to play football with them or to join them to gently bathe the dolls. The staff are skilful in allowing the children time to lead their self-chosen activities and know when to stand back and let them play freely. Sometimes, staff provide extra resources at children's request, for example, when children requested cake cases for the cakes they had created with play dough. However, this is not consistent at all times. Staff do not always pick up on the need to provide more resources for popular activities so all children wishing to can join in; for example, when there were not enough dolls for the bathing activity. The limited availability of extra resources also means that children cannot always extend activities using their own ideas.

Staff support children's mathematical development well. They provide accessible mathematical resources and activities to promote learning colours, shapes, grading and counting. Children and staff discussed measurements and quantity. Staff help children to gain understanding of the world. They talk with them about changes in substances, such as when they worked through the recipe for play dough. Staff support the children to learn to resolve challenges of height and size in their play, for example, as they built and re-built different models with guttering to roll balls along. A computer is provided as a planned activity for all ages. However, children have only a few opportunities to develop skills in using this form of technology. It offers a basic drawing programme and is not suitable for all ages to develop and acquire the skills required to operate or promote further learning.

Children have access to creative and messy activities indoors and outdoors. They enjoy exploring the range of dressing-up costumes, build with empty boxes, set up the train track and print with paint. Resources for promoting early writing and drawing are accessible to all children at all times. Staff display children's creative work throughout the setting, which gives recognition and values their skills. This fosters children's self-esteem. Children share experiences from home with staff. For example, they initiated activities, such as a game of football after watching the World Cup on television. Children spend long periods engrossed in activities they enjoy, spending time in purposeful play.

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

Staff greet all children warmly on arrival. Children who are settling receive extra support and reassurance from their key person. , The secure relationships, together with use of their comforters, helps children to feel safe. Children that are settled have familiar friends and are confident, happy and build good relationships with staff. Staff deployment is good and minimum adult-to-child ratios are maintained. This helps to ensure that children are well supervised indoors and outdoors. Children register their attendance using their name cards and they have their own pegs to where they can hang their belongings. This promotes independence. The staff team and key persons meet the needs of each individual child in their care well. They have developed trusting relationships with the children and their parents. Staff are positive role models and the children follow their example, learning right from wrong. Children benefit from the positive praise and encouragement they receive from staff. This promotes good behaviour and children behave well.

Children play in a clean and well maintained area. Children access play materials that are clean, of good quality and suitable for the children's different stages of development. Staff carry out daily risk assessments and undertake tasks throughout the day to minimise any potential risks to children. For example, sweeping up sand from the floor. In addition, they support children to learn about their own safety and the safety of others, such as not to throw sand in the air as it can hurt another child, or where it is safe to play with balls outdoors. Children benefit from regular fresh air and exercise in the garden. This area provides them with plenty of space to move freely and engage in a range of physical activities. For example, they can build with large crates, use the slide to gain confidence to climb the steps, and acquire skills to pedal tricycles.

Children effectively develop a good understanding of good hygiene. They are quick to locate an apron for messy play, when directed by staff, and know where to locate tissues for cleaning their dirty noses. Resources in the toilet area promote self-help skills and independence, such as the step-up to reach the hand basins for hand-washing tasks. Children benefit from balanced and nutritious food at snack time. Children practise their developing independence skills; they pour their own drinks and select what food they want. Snack times are relaxed and sociable occasions. Staff use this routine activity to further children's learning. They encourage children to talk about what foods are good for them and the selections they make.

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

The staff team have a good understanding of how to meet the safeguarding and welfare requirements. Staff have designated roles and responsibilities in different aspects of safeguarding children and attend periodic training with the local authority for safeguarding and child protection. The staff have recently undertaken a review of the safety of the premises to further ensure that children play in a safe environment. The premises are secure and handover arrangements are carefully managed to ensure that children are

safely released into their parents' care. The manager maintains records of staff references and Disclosure and Barring Service checks, as part of staff recruitment procedures, to ensure that all staff recruited are suitable to work with children. Staff are all childcare qualified; the majority are trained in first aid, and food hygiene. All visitors to the premises sign a record book, and all staff and visitors are not allowed to use a mobile phone or camera for personal use while in the setting. These measures serve to further safeguard children's welfare.

Required policies and procedures, including safeguarding are in place. These are all available to parents via the parent notice and information area within the setting, and on the setting's website. This informs parents of the staff's roles and responsibilities. Partnerships with parents are positive. Parents are happy about the settling-in arrangements, their children's developing language skills and their improving confidence and self-esteem. They appreciate the positive approach of staff and the information they exchange about their child on a regular basis.

The manager and staff have worked closely with the local authority to review progress, set targets to improve outcomes for the children, self-evaluate and meet recommendations set at the last inspection. This has led to staff changes and alterations to the premises. Management staff seek the views of parents through general discussion, and the use of parent questionnaires. This allows the parents to give their views on the service their children and they receive. The setting has met previous recommendations to promote children's interest in books, and support children's understanding of healthy eating. All required documentation and records are in place for each child attending, and stored in a confidential manner. Training is attended or delivered in-house by the local authority, to enhance staff knowledge. The manager supports staff development through regular staff meetings and staff supervision.

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	EY433920
Local authority	Barking & Dagenham
Inspection number	978926
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	27
Name of provider	Childville After School Services Ltd
Date of previous inspection	18/01/2012
Telephone number	07958242221

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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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