

Base Zero Pre-School

Sedgehill Community Centre, 69-85 Sedgehill Road, London, SE6 3QN

Inspection date	11/11/2014
Previous inspection date	13/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 high expectations of the children and provide experiences that effectively promote their learning.
- The effective key-person approach supports children's emotional well-being, so they feel confident in their environment. As a result, children are well prepared and confident to learn.
- Staff have a good understanding of their responsibilities and the procedures for protecting children. They implement effective safeguarding and child protection procedures that keep children safe at the setting.
- Staff have well established working partnerships with parents, local schools and other agencies. As a result, children receive consistency in their care and education.

It is not yet outstanding because

- There are few modern technology resources for children to use and learn about.
- Children who learn best by being outdoors have fewer opportunities to develop their learning further through rich, challenging experiences.

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 completed a tour of the different areas of the pre-school.
- The inspector observed activities indoors and in the outdoor play area.
- The inspector viewed a range of documentation that the pre-school uses to support the practice of staff.
- The inspector conducted a joint observation with the manager.
- The inspector looked at the planning and assessment records of children.
- The inspector checked the suitability of staff in the pre-school.

Inspector

Marvet Gayle

Full report

Information about the setting

Base Zero Pre-School is privately owned by Happy Days Ltd. This registered provision encompasses the pre-school and an out of school club known as Happy Days After School Club. The club has been operating since 1995 and the pre-school has been registered since 2005. The setting operates from Sedgemoor Road Community Centre and has use of a hall and two lobby areas. It is situated in a residential area of Catford, in the London Borough of Lewisham. The pre-school is open each week day, term time only from 9.30am until 3pm, although children can attend earlier and later if required. There is a breakfast club that is open from 7.30am until 9am and an after school club that is open from 3pm until 6.30pm, term time only. A holiday play scheme operates from 7.30am until 6.30pm during most school holidays, although this is closed for the last two weeks of the summer holidays and over Christmas. There is access to a secure enclosed outdoor area. The pre-school is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently 57 children on roll in the early years age group. The pre-school serves children from the local community. Children are taken and collected from different schools. The pre-school receives funding for the provision of free early education for three- and four-year-old children. Ten staff are employed, of which eight work directly with children, and these staff 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:

- enhance opportunities for children to find out about, use and identify the uses of everyday technology
- develop the outdoor activities and resources to promote all areas of learning to support children further, particularly those who learn better outside.

Inspection judgements

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

Staff provide children with a wide variety of good quality, interesting activities and experiences that support their development. Resources are stored at child height to allow children to help themselves. This means children are not restricted in the use of resources and are encouraged to use them to extend and add to their learning experiences. For example, children access writing resources to enhance their early literacy skills, and they transport resources from one area of the room to the other as they develop their play. Children understand that print carries meaning. They enjoy looking at books, sitting alone

or in a group with an adult. They hold the book the right way up and turn the pages one at a time. Staff ensure that children are able to access books when they are indoors and outdoors. However, they do not plan sufficiently for outdoor learning in the pre-school garden to ensure children have opportunities to develop their learning through rich, challenging experiences. This means that those children who learn best outdoors are not able to do so effectively.

Staff demonstrate a good understanding of how children learn and support them sensitively. They talk to them in a way that extends their thinking and communication and language skills. In addition, staff make good use of opportunities for incidental learning, for example, when children played with the flour mixing activity and made shapes. Staff use these opportunities effectively to promote children's speaking and listening skills. They strongly support children during activities, such as encouraging discussions to develop children's mathematical concepts of colour, shapes, numbers and measurement. Staff support children's use of language and communication in group situations securely, for example, at snack, lunch and story times. Staff's positive interaction with children promotes their social development well, by engaging them in discussions and allowing them time to speak. Children are further supported when they are engaged in their own play experiences, for example, playing with bricks and a timer as they build a tower, using the timer to see how long it takes to topple over. These are largely child-led activities and supporting staff skilfully provide opportunities for children to think, talk and develop their imagination. As a result, children are highly motivated in their play and acquire the skills and confidence to move onto the next stage of their learning.

Teaching is consistently good, supporting children to make effective progress. Activities and experiences closely match their interests of children because staff know them very well. Children become aware of diversity as they celebrate a range of festivals and have access to different multicultural resources, play experiences and activities. However, resources to help children learn about modern technology are limited and as a result, they lack opportunities to enhance their learning in this area. New experiences are introduced to children, for example, older children write their name on their picture to be taken home, while younger children use name cards to support them. This means children are developing important skills for their future learning.

Staff observe and monitor children's responses to activities and their engagement in the environment. This enables them to plan and implement an educational programme that supports children's individual learning and development needs. For example, children who have additional needs are given individual support by the staff team. Managers have a strong desire to ensure that all children make the best progress from their initial starting point. Staff use observations and monitoring to highlight any gaps in children's learning. As a result, they are able to identify children's learning needs quickly and seek early support to meet their specific needs, helping them to make good progress. Staff have developed their skills in planning through training to meet the specific needs of all children. For example, staff successfully support the younger children enabling them to develop and practise their skills through exploration and repeating activities. Staff make good use of observations and assessments to plan for children's next of steps. They are fully committed to providing purposeful and developmentally appropriate experiences and activities. When children first attend, staff and parents complete an 'All about me'

document. This is then used to make precise assessments of children's starting points and to plan effectively for their further learning. The document covers children's preferences, likes and dislikes and what they do at home. The older children are supported in their preparation for school readiness, for example, finding their coats and dressing to go out to play and attending to their own toileting needs independently.

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

Staff fully support children well from the time they start at the pre-school through the effective key person approach. They use their knowledge of the children effectively to promote emotional security. For example, new children bring comforters from home and are fully supported during the settling in period. Staff work closely with parents during this time and are sensitive to their anxiety and ensure children and parents feel supported. As a result, children are given time to feel comfortable and develop strong emotional attachments to staff. For example, a child new to the pre-school was sensitively supported by staff, who gave them time to take part in activities at their own pace. Staff work in the wider community and have strong established partnerships with local schools. The pre-school and school staff work closely to prepare children for moving to school. Staff invite the reception school teachers to the pre-school to meet the children. As a result of the strong partnership working with parents and schools, children are well prepared for the move to school.

The pre-school is well resourced and welcoming. It has a broad range of stimulating indoor resources that interests children and supports their development and well-being. Children have constant access to fresh drinking water and a healthy diet is encouraged, for example, they are offered different types of fresh fruit at snack time. Children who stay for lunch bring a packed lunch and are encouraged to eat the savoury food before moving onto yoghurts and sweet items. Staff encourage parents to provide healthy options in their children's packed lunch. The outdoor environment is well used by the children. They enjoy using this space as they move about freely, using their whole body as they run, skip and shout enjoying the fresh air and exercise. These good measures help to promote a healthy lifestyle for children.

Staff effectively promote children's safety and well-being. They use a variety of methods to ensure children remain safe in the pre-school. For example, staff are effectively deployed and supervise children closely to help ensure children's safety. Staff manage children's behaviour in positive ways through constant praise, verbal recognition and encouragement. They set out the environment in a purposeful way that teaches children to manage appropriate levels of risk. Staff remind children at the beginning of the day about the behaviour and safety expectations and support children's understanding of these during the sessions. Consequently, children learn to manage risk in an appropriate way and develop their understanding of keeping themselves and others safe during their play. Staff effectively promote children's good awareness of following effective hygiene procedures through thorough hand washing practices. Children are further safeguarded because staff hold paediatric first-aid certificates and are consistent in their approach to managing minor accidents and injuries. As a result, children thrive in an environment that

promotes their physical and emotional safety and security.

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

The pre-school benefits from strong leadership and management. The whole staff team has a vision of achieving high quality and they strive for continual improvement. The management team has a good knowledge and understanding of their responsibilities regarding keeping children safe. They ensure that staff put safety at the centre of their practice. There is a designated safeguarding officer, who oversees the safeguarding policy. Staff are knowledgeable about the procedures to follow in relation to concerns about the welfare of children. There is an effective recruitment procedure to check the suitability of staff. This includes obtaining Disclosure and Barring Service checks, and checking employment history and evidence of qualifications. Effective procedures promote the children's safety at the pre-school, including recording daily attendance registers and completing risk assessments.

The management team has a good knowledge of their responsibilities to meet the learning and development requirements. Staff use a wide range of documentation to support their practice. Overall, they are experienced and well qualified. As a result, educational programmes offer a broad and balanced range of well-planned activities that closely match individual children's needs. All staff consistently use observations and planning documents to monitor the educational programmes securely. Staff accurately assess children's starting points then track their progress carefully. This helps them to identify any gaps in children's learning. As a result, appropriate interventions are secured, including specialist training to support all children's progress.

The management team implements an effective process of self-evaluation. From this, areas of development are identified and an improvement plan is put together. This focused approach enables staff to target specific areas, such as developing and implementing effective monitoring system to ensure consistently high quality care and learning for children. A range of methods are used effectively to improve staff practice and the experiences that children receive, including regular staff supervision meetings and appraisals, and parental questionnaires. These methods are used to good effect in driving the quality of the provision forward. Staff are proactive in their partnership with other organisations and outside agencies to enhance outcomes for children. They follow individual programmes of support for children with additional needs. As a result of this well-coordinated approach to partnership working, children are very well supported and prepared for their next stage of learning.

Staff recognise the benefit of working in partnership with parents and positively support their involvement in the pre-school. Some parents' state they have chosen the pre-school specifically because of the wide range of activities and experiences. They speak highly of the pre-school and feel supported by the staff. For example, parents' discussed that 'staff are always warm and welcoming' to both parents and children. The pre-school operate an open door policy, which parents' say 'helps to make them feel reassured'. Parents are

regularly consulted in relation to their child and are encouraged to contribute to their children's educational programmes on an ongoing basis. For example, parents regularly complete information about what their children are doing at home. This supports planning for children's individual learning needs and promotes a consistent approach to supporting their learning and development at home and at the pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY311291
Local authority	Lewisham
Inspection number	883607
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	35
Number of children on roll	57
Name of provider	Happy Days After School Club Limited
Date of previous inspection	13/01/2012
Telephone number	0208 4613510

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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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