

# Lenwood Daycare

Lenwood Hall, Coronation Road, London, E13 9QB



<b>Inspection date</b>	5 November 2015
Previous inspection date	19 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Parents contribute to initial assessments of children's development and learning and this helps staff to identify and plan for children's levels of development from the start.
- Young children settle well into the pre-school. They receive individual attention and staff are kind and caring. This helps children to feel safe and secure.
- Staff make regular observations of children and plan enjoyable activities that incorporate their interests and the next steps in their learning. Children are motivated and eager to learn.
- Staff work closely in partnership with parents and encourage them to share information about their children's experiences at home. They encourage continuity in children's learning by, for example, sharing ideas for promoting learning at home.
- The staff work closely with local schools to aid a smooth progression to school for children and their families.
- The self-evaluation of the pre-school takes into account the views of parents, children and other professionals. They all work together to make ongoing improvements.

### It is not yet outstanding because:

- Staff do not always ensure that all children are fully challenged in their learning, particularly in developing their mathematical skills during activities.
- On occasions, staff do not ensure that all children, particularly those who are less confident, are fully engaged in group activities.

## What the setting needs to do to improve further

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

- make the most of all opportunities to extend children's learning during all activities, particularly their mathematical skills
- support all children, particularly those who are less confident, to fully engage in group activities.

### Inspection activities

- The inspector observed the staff interacting with children, indoors and outdoors.
- The inspector held discussions with the manager and staff, and spoke to children throughout the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector took account of the views of parents by speaking with them on the day.
- The inspector looked at staff suitability and qualifications, planning, records of children's progress, attendance records and a range of other documentation, including policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

### **Effectiveness of the leadership and management is good**

The pre-school is well led by a new manager and deputy manager. They are committed to improving outcomes for children. The management team monitors progress in children's learning and evaluates staff practice. Staff keep good records of children's development and they share these regularly with parents. Staff are well qualified and they undertake regular training. This enables them to provide an effective programme of activities that promote successful learning for children. All staff are working towards a new quality assurance programme to develop their skills and practice. Safeguarding is effective. Staff fully understand how to protect the children in their care and how to report any concerns. Staff carry out effective risk assessments of the premises and when they take children on outings. The management team thoroughly investigates any complaints that arise and reports back to parents in a timely manner.

### **Quality of teaching, learning and assessment is good**

The overall quality of teaching is good. Staff provide a wide range of learning experiences for children which enable them to make good progress in their development. For example, when making dough, they encourage children to think about what they may need to add to it when it is sticky to make it drier. Children make good progress in their communication and language development. Staff listen to children and engage with them in conversation. Children with speech and language difficulties receive good support because staff identify their needs early. Staff support parents to seek rapid interventions to help close any gaps in their children's development. Staff support children who are learning English as an additional language well, such as by using signs to aid their communication.

### **Personal development, behaviour and welfare are good**

Children are confident and self-assured. They behave well and thoroughly enjoy their learning. Staff praise children, which boosts their self-esteem. Staff are sensitive to children's needs and understand that they need emotional stability. In this regard, the key-person system works well and means children make secure attachments. Children make friends easily and learn to share and take turns. They learn to become independent. For example, they prepare their own snacks and tidy away their toys. Children have daily access to fresh air and exercise as they engage with staff in the well-equipped outdoor environment. Staff help children to learn about each other's cultures and about different cultural festivals and customs. Parents speak very highly of the care their children receive.

### **Outcomes for children are good**

All children make good progress in their learning. Children gain good early reading and writing skills. For example, they use writing materials and books that are available in every area of the setting. This prepares children well for moving on to other settings and school.

## Setting details

<b>Unique reference number</b>	EY284864
<b>Local authority</b>	Newham
<b>Inspection number</b>	955919
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	19 January 2012
<b>Telephone number</b>	0208 472 4435

Lenwood Daycare registered in 2004 and is managed by the Pre-school Learning Alliance. It is situated in Plaistow in the London Borough of Newham. The pre-school opens Monday to Friday, from 9am until 4pm, and offers morning and afternoon sessions. The pre-school employs five members of staff, all of whom hold appropriate early years qualifications. The manager and deputy manager hold qualifications at level 5. The pre-school is accredited to receive government funding for the provision of early education for children aged two, three and four years.

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