

Lakeside Pre-School

Wanstead Cricket Club, The Cricket Pavilion, Overton Drive, London, E11 2LW



Inspection date

27 November 2015

Previous inspection date

10 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager's dedication and attention to detail inspire all those who work with her. She has high expectations for the quality of care, learning and development offered to children. She reviews and updates procedures and documentation to ensure that the pre-school meets all government requirements.
- Staff make good use of all the space available, both indoors and outdoors, to provide a stimulating and welcoming environment.
- Children make good progress in relation to their starting points. Staff use observations and assessments of children well to plan effectively for the next steps in their learning.
- Staff keep parents well informed of their children's progress and develop strong relationships.
- Children behave well. For example, staff encourage children to use good manners, take turns and be respectful towards each other.

It is not yet outstanding because:

- Staff do not always make the best use of all opportunities to develop further children's interest and understanding of the wider community in which they live.
- The current processes of self-evaluation do not always include the views of all service users fully, in particular children's reflections and ideas for developing the provision further.

What the setting needs to do to improve further

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

- strengthen further self-evaluation processes, particularly by taking into account the views of all children
- increase opportunities for children to develop their awareness of their local surroundings to broaden further their understanding of the wider community.

Inspection activities

- The inspector toured the premises and viewed the resources with the manager.
- The inspector observed the quality of teaching indoors and outdoors, and completed a joint observation with the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The manager examined children's records and relevant documents used by the setting.
- The inspector spoke to key persons and explored their understanding of the safeguarding requirements.

Inspector

Julia Maria Gouldsboro

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are up to date with current legislation and know what action to take if they have any concerns about a child. The manager ensures all staff implement the safeguarding policy fully and are aware of procedures for reporting any allegations. The manager oversees staff performance well. She provides ongoing support, such as through team meetings and additional training, to help staff update their knowledge and improve outcomes for children. Parent partnership is strong and the manager emphasises the importance of building trusting relationships with families. Parents comment that children are happy and the staff prepare children well for their next steps in learning. The manager reviews and reflects on the quality of practice, and uses feedback from parents to identify ways to develop the provision further.

Quality of teaching, learning and assessment is good

Teaching is good. Children enjoy positive involvement in their play from the staff to help extend their learning. For example, staff talk to them about what they are doing and ask well-placed questions to encourage children to think about how things work. They effectively promote children's confidence, encouraging them to be curious and investigate further in their play. Staff promote literacy skills well. For example, they share stories with children and engage them further, for example, by including props to help bring the story to life. Children use their imaginations and show good language skills while joining in with the story. Children develop good mathematical skills and staff extend their skills, including how to count, name colours and shapes. Furthermore, staff increase children's interest in mathematics, for example, by using visual boards to display information.

Personal development, behaviour and welfare are good

Staff are caring and kind to the children. Children arrive happily, and settle quickly to play and explore with an interesting variety of activities. There is an established key-person system, which staff implement well to help children feel safe and build secure attachments. Children independently explore the activities available and are confident to ask staff for items. Staff encourage children to adopt healthy lifestyles. For example, children benefit from daily outdoor play opportunities to exercise their bodies and get fresh air; they enjoy a variety of healthy snacks and drinks. Staff implement good hygiene routines and follow robust procedures for nappy changing to promote children's health and well-being at all times.

Outcomes for children are good

Children make progress from their initial starting points. Children are eager to learn and enjoy attending the pre-school. They develop the necessary skills they need to continue to make good progress in preparation for their future learning.

Setting details

Unique reference number	128472
Local authority	Redbridge
Inspection number	836270
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	24
Number of children on roll	14
Name of provider	Lakeside Pre-School Committee
Date of previous inspection	10 June 2011
Telephone number	020 8 989 5566

Lakeside Pre-School registered in 1975. It is open on weekdays from 9.15am to 12.15pm, during term time only. The provider employs seven staff; the manager and deputy are suitably qualified to level 3 and all other staff are working towards a relevant qualification at level 3. The provider is in receipt of funding for the provision of free early education for children aged two and three years.

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