

Dunelm Grove Pre-School

23 Dunelm Grove, West Norwood, London, SE27 9JP



Inspection date

11 January 2016

Previous inspection date

7 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not complete the required progress check for children between the ages of two and three years to help ensure gaps in learning and development are quickly identified.
- Systems for self-evaluation are not fully effective and do not accurately identify weaknesses in practice to help drive continuous improvement and improve outcomes for children.
- Children do not have extensive opportunities to explore technology in their play.
- Staff do not fully engage all parents in their children's learning to help them extend their children's learning at home.

It has the following strengths

- Management and staff have a good understanding of safeguarding and welfare requirements to help them safeguard children's welfare.
- Staff are attentive to children's care needs. They support their emotional and physical well-being effectively. For example, they help children to settle in quickly and encourage healthy lifestyles. Children enjoy their play and explore with confidence.
- Staff promote children's communication and language development generally well. For example, they ask appropriate question and allow children time to think and process information.
- The pre-school promotes children's awareness of diversity well. Staff provide a range of learning experiences that encourage children to respect and value each other.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- develop a secure understanding of the progress check assessment for children aged between two and three years, and ensure this is completed as required. 12/02/2016

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

- increase opportunities for children to develop an understanding of, and use, technology in their play
- strengthen systems for self-evaluation to ensure that all requirements are met, and to ensure continuous improvements are made
- further develop ways to engage all parents in their children's learning so they can extend this learning at home more effectively.

Inspection activities

- The inspector spoke to members of staff at appropriate times throughout the day, carried out a meeting with the manager and gathered the views of parents.
- The inspector observed children at play and staff interactions with children.
- The inspector looked at documentation, including children's records, assessment records, staff suitability and a selection of policies and procedures, such as those linking to safeguarding and the complaints procedure.
- The inspector carried out a joint observation with the manager.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The pre-school follows robust policies and procedures for safeguarding children. Staff regularly assess the premises for potential risks to help ensure children can play in safety. The manager monitors staff performance and supports staff's ongoing development, such as training, and encourages them to share what they learn with each other. The manager seeks the views of staff, parents and children to evaluate what is working well and what is not. However, current systems for evaluation are not always effective in identifying weaknesses in practice to help drive improvements. Staff form good relationships with parents. However, they do not fully ensure that all parents are fully engaged in their children's learning to help them extend this at home.

Quality of teaching, learning and assessment requires improvement

Staff use their knowledge of individual children to plan suitable activities that interest them. Staff are very enthusiastic and use every opportunity to extend children's learning. For example, staff make reading activities interesting and adapt them to help ensure that they suit all children's needs. Staff support all children to make steady progress from their starting points, especially children who have English as second language. For example, staff sing songs and learn key words in children's home languages to encourage their communication skills. Staff promote children's early mathematical skills well. For example, they encourage the use of mathematical language and ask children to count. Children can use a wide range of resources. However, opportunities for children to explore using technology during their play are limited. Staff formally observe children and track their progress. However, they do not complete the required progress check for children aged between two and three years to ensure gaps in learning are quickly identified.

Personal development, behaviour and welfare are good

Children thrive in the pre-school and the key-person systems work well to help ensure that children develop secure bonds with staff. Staff support children to understand how to look after themselves. For example, children learn to manage their own needs, such as putting on and taking off their coats. Children develop good social skills and learn to respect each other's differences. Staff provide many opportunities for children to develop their physical skills and an awareness of healthy lifestyles. For example, staff develop children's understanding about healthy eating, particularly during daily routines. Staff promote positive behaviour well and act as good role models. For example, staff get down to the children's level to discuss their challenging behaviour.

Outcomes for children require improvement

Children progress well from their starting points and are developing the basic skills they need for their next stage of learning.

Setting details

Unique reference number	144053
Local authority	Lambeth
Inspection number	846616
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 - 4
Total number of places	24
Number of children on roll	22
Name of provider	Dunelm Grove Pre-School Committee
Date of previous inspection	7 March 2011
Telephone number	02086702498

Dunelm Grove Pre-School registered in 1993. It is located in West Norwood, in the London Borough of Lambeth. It operates from 9am until 3.30pm, Monday to Friday, during term time only. There are four members of staff; of whom, one holds a qualification at level 5 and two hold qualifications at level 3. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

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