

Lewin Pre-School

Lewin Pre School, 11a Natal Road, London, SW16 6JA



Inspection date	17 January 2018
Previous inspection date	4 November 2013

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

- Parents spoken to state that they are happy with the service they receive from the staff. Information is exchanged in a variety of ways to ensure parents are kept updated about their child's progress. Partnerships with parents are well established.
- The manager is a good role model and successfully leads a well-motivated team. All staff are committed to making improvements to the outcomes for children.
- The well-qualified staff effectively use their observations of children's play. They complete precise assessments of children's progress and plan interesting activities to effectively support children's interests and learning.
- Staff are warm, caring and attentive to children's individual needs. The successful key-person system helps to ensure that all children are emotionally well prepared to learn, particularly those who are new and settling in to the pre-school.
- The organisation of toys, resources and equipment fully supports children to make independent choices in their play.

It is not yet outstanding because:

- Sometimes staff do not make the most of opportunities to fully support the most able children's interests and next steps in learning.
- On occasion, staff do not quickly recognise when to adjust their teaching during larger-group activities to support children's varying abilities.

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 deepen and extend the most able children's interests and identified next steps so that they make the best possible progress
- help staff to respond quickly and skilfully adjust their teaching to children's varying abilities so that all children achieve to the highest level in their learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff and committee members, and also of the qualifications of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection issues. The manager ensures that all staff complete regular child protection training to keep their knowledge of current guidance and procedures of how to protect children up to date. Staff ensure children are safe and supervised effectively. The manager has an accurate overview of the effectiveness of the pre-school and of children's progress. She seeks the views of staff, parents and children as part of her evaluation of the setting. The manager makes sure she monitors staff performance closely to make an accurate assessment of their professional development and to ensure training is relevant.

Quality of teaching, learning and assessment is good

The enthusiastic and well-qualified staff team engages and interacts with children well, overall. Staff give children time to think and respond to the questions they ask. They use good modelling of thinking to support children to work out problems for themselves as well as have the confidence to share what they know and can do. There is a good balance of adult-led and child-initiated play. For example, children are given plenty of time to explore and investigate by themselves. They work cooperatively and imaginatively in creating 'Ogre soup' with a range of media, materials and tools. Staff are skilled in extending children's mathematical development. They talk about the different shapes and sizes when children use tools to cut up fresh vegetables. Children are proud to show what they have cut and they name the shapes, such as 'semi-circle'.

Personal development, behaviour and welfare are good

Children are motivated and eager to take part in a good range of activities that, for example, supports their physical and social skills. Children spend plenty of time outside in the fresh air to support their good health. They also develop their physical skills well and continue to learn effectively while outdoors. Children also share toys and take turns. They are developing mutual respect for one another in their play. Children are well behaved and are familiar with what is expected of them. Staff praise and encourage children effectively to help raise their good self-esteem. Children who are learning English as an additional language are supported well. Staff use effective systems and resources to help the children communicate with others. Staff closely monitor the snacks and meals provided by parents to ensure these are healthy and well balanced.

Outcomes for children are good

All children, including those for whom the pre-school receives funding, are making good progress given their starting points. They are all developing the good skills they need for their future learning and for their eventual move on to school. Children's attitude to their learning is good. They also develop good independence skills, such as attending to their own personal self-care routines and selecting toys of their choice. Children's literacy skills are developing well. They make marks on various surfaces and form clear letters of their name. They also enjoy looking at books and having stories read to them.

Setting details

Unique reference number	EY461099
Local authority	Lambeth
Inspection number	1063452
Type of provision	Full-time 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	26
Number of children on roll	41
Name of registered person	Lewin Pre-School Limited
Registered person unique reference number	RP532438
Date of previous inspection	4 November 2013
Telephone number	02086779450

Lewin Pre-School registered in 2013. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and three at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are on Monday to Thursday from 8.30am until 3pm and on Friday from 8.30am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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