

# Rodett Lee Pre-School

31 Manor Park, Lewisham, London, SE13 5QZ



## Inspection date

16 January 2018

Previous inspection date

21 May 2015

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		Requires improvement	3
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 consistently engage children effectively in their learning experiences, particularly during group times. This does not help children to stay focused and engaged.
- Most able children are not always given sufficient challenge and extension in their learning to help them to prepare for school.
- Staff do not always give children clear explanations about what they are being asked to do.

### It has the following strengths

- The effective partnership with other settings and professionals helps to support children who have special educational needs (SEN) and/or disabilities through clear communication and sharing of information. This helps to promote continuous practice.
- Children play in a well-resourced setting that offers a homely and familiar environment where they settle quickly and confidently use an appropriate range of resources, indoors and outdoors.
- The suitable assessment programme helps to track and monitor children's ongoing learning. Staff know children well, overall, and are aware of their interests and preferences in play.

## 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 the consistency of teaching and the quality of the learning experience for children, particularly within group activities. 16/02/2018

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

- extend the challenge for most-able children to fully support their readiness for school
- enhance the use of explanations for children to help support their understanding of what is being asked of them.

## Inspection activities

- The inspector observed staff and children in the indoor and outdoor play environments.
- The inspector spoke to staff and children, where appropriate.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents during the inspection.
- The inspector looked at documentation, including policies, procedures and staff's qualifications and suitability checks.

## Inspector

Claire Parnell

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff have attended relevant training and have a clear knowledge of the procedures to follow if they have a concern about a child in their care. Staff help children to feel safe by carrying out risk assessments for the setting, inside and outside, as well as for outings. Staff attend some training to keep their skills and practice up to date. They tailor this towards the needs of the children. The management team carries out supervision of staff to help them identify their strengths and areas to improve in their practice. However, staff's teaching is not monitored sufficiently to ensure a consistent learning experience for children.

### **Quality of teaching, learning and assessment requires improvement**

Staff know the children well. They use the knowledge of their interests to provide children with play resources to entice them into social play with others. Parents provide information when their children first attend, and this is appropriately used to provide a safe and welcoming environment for children. Parents receive verbal information about children's achievements and have access to their development records on request. Some staff engage and interact with children well, using effective questioning to help children think for themselves. However, this is not always consistent. For example, during group times, routine takes over the purpose of the session and children lose interest. Staff do not engage with the children effectively to help them to focus and concentrate on the story or discussion. Children lose the motivation to learn during these sessions.

### **Personal development, behaviour and welfare require improvement**

Children's physical well-being is promoted well. Children enjoy playing outdoors, using the space to develop new skills, such as following the arrows on the paths on their bicycles and scooters. This helps them to develop a sense of safety and an awareness of others. Most children learn to cooperate and negotiate well in their play. However, the instructions staff use to help children to listen and tidy up together are not consistently communicated effectively. Children do not always understand what they are being asked to do. Children learn to follow appropriate hygiene procedures effectively, showing independence skills when washing hands before eating and after toileting.

### **Outcomes for children require improvement**

Children do not make enough progress. Some most-able children are not always given the challenges they require to extend their learning to their full potential. However, children do acquire some basic skills in readiness for school. During child-initiated play, children show increasing levels of curiosity, exploring and experimenting in their play. For example, they manipulate the dough into new shapes, talking confidently about their experiences linked to the snowmen they make. They associate the flour with snow and talk about how cold snow is.

## Setting details

<b>Unique reference number</b>	129106
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	1089398
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Rodett Lee Playgroup Committee
<b>Registered person unique reference number</b>	RP517572
<b>Date of previous inspection</b>	21 May 2015
<b>Telephone number</b>	0208 355 0810

Rodett Lee Pre-School registered in 2001. It is located in the London Borough of Lewisham. The pre-school operates Monday to Friday from 9.15am to 12.15pm, term time only. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. The manager holds a level 4 qualification and the two other members of staff hold level 3 qualifications in childcare.

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.

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