

Lakeside Pre-School

Wanstead And Snaresbrook Cricket And Football Club, Overton Drive, London, E11 2LW



Inspection date	6 June 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children enjoy the time they spend at this welcoming and friendly pre-school. They enjoy taking part in interesting and exciting activities.
- The manager and staff form effective partnerships with parents, which supports a consistent approach to meeting children's needs. Parents are kept well informed about their child's day and learning, and there are frequent opportunities to share information.
- Staff work very closely with other professionals to provide tailored learning plans to support children who have special educational needs (SEN) and/or disabilities. Support for children with SEN and/or disabilities is extremely good.
- Children behave very well. They learn to follow instructions, share, take turns and be kind to one another. Staff offer children clear and appropriate rules and boundaries. For example, children learn to go down the slide and hold onto the ladder as they climb.
- Children demonstrate that they feel secure within the setting. They readily turn to staff for reassurance and interact confidently with visitors to the pre-school.

It is not yet outstanding because:

- At times, staff do not organise some routines and activities as effectively as possible, such as to develop children's independence further.
- Staff do not fully consider how to adapt large-group activities to meet children's individual interests and stages of development more successfully.

What the setting needs to do to improve further

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

- improve the organisation of some activities and routines, to support children's learning and development more effectively at these times, in particular to help them build on their independence
- review and enhance the planning for large-group activities, to successfully meet children's varying interests and developmental stages, and help them make the best possible progress.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager, who is also the provider. She also explored the views of staff and children at intervals during the inspection.
- The inspector held discussions with parents and considered their views.
- The inspector looked at a sample of documentation, including details of staff suitability checks and children's learning records.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident with the procedure to follow should they have concerns about a child's welfare. They maintain a safe environment and supervise children well. Staff follow risk assessments effectively to minimise risks to children. The manager has a good understanding of the strengths of the provision and uses the views of parents, children and staff well to identify future improvements. A detailed action plan supports ongoing evaluation. Staff promote positive values well and teach children about different festivals and celebrations. They provide good support for children to look at what makes them unique. Staff assess and track children's progress regularly. They meet with the manager to monitor the progress of children in their key group and to check whether any children require further guidance or need greater challenge. The manager supports staff well and encourages them to enhance their professional development. For example, the newly appointed special educational needs coordinator (SENCo) has completed specialised training with the local authority and works closely with the borough's SENCo to support and develop all children's differing abilities.

Quality of teaching, learning and assessment is good

Staff observe and assess children's learning regularly. Overall, they use the information well to plan activities and experiences tailored to individual children's interests and next steps in learning. Staff capture children's interest during activities, such as encouraging children to explore mixing different coloured paints as they paint chairs wrapped in cling film. The key-person system works well. Staff support children well to learn about numbers and quantities. Children learn about the properties of wet and dry sand and learn that sand needs to be dry to pour through the spout of a tea pot.

Personal development, behaviour and welfare are good

Staff support children's emotional well-being effectively. Staff are kind, caring and respond well to the individual needs of children. The staff maintain a welcoming and safe environment. They carry out thorough daily checks of the premises, which helps to promote children's safety. Children benefit from accessing a range of challenging activities in the well-considered and stimulating environment. Children learn about good hygiene practices, such as washing their hands before eating and after playing in the sand.

Outcomes for children are good

All children show readiness for the next stages of their learning and for school. They thoroughly enjoy their play. Younger children eagerly participate in singing rhymes. They confidently join in with the actions and are keen to choose the next song. They can choose activities for themselves and enthusiastically engage in different tasks. Older children progress well with their literacy and mathematical understanding. They learn about letters and the sounds they represent, and count accurately.

Setting details

Unique reference number	EY500324
Local authority	Redbridge
Inspection number	1050308
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	36
Number of children on roll	30
Name of registered person	Pamela Frances Foster
Registered person unique reference number	RP511788
Date of previous inspection	Not applicable
Telephone number	020 8989 5566

Lakeside Pre-School registered in 2016. The setting provides sessional care Monday to Friday from 9.15am to 12.15pm, term time only. The setting currently employs seven members of staff. Of these, six staff hold appropriate early years qualifications from level 2 to 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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