

Inspection of Lincoln Hall Preschool

The Linc Centre, 70 Fern Street, Bow, LONDON E3 3PR

Inspection date: 12 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time in this stimulating learning environment. They are happy, settled and content. Staff are caring and place a strong focus on promoting children's personal, social and emotional development. Children behave well and form positive relationships with staff. The manager and staff set high expectations for individual children and provide a well-designed curriculum that meets all children's learning and developmental needs. For example, they offer a lot of one-to-one tailored support to children with special educational needs and/or disabilities (SEND) to help them make the same progress from their starting points as their peers. Children show a positive attitude towards learning. For example, younger children maintained high levels of concentration while practising their early mark-making and writing skills. In addition, children enjoyed listening to a story and acting out new and familiar situations. Children who are in receipt of additional funding are developing essential skills for their future learning, including starting school. For example, some children who found it difficult to engage in activities and make relations at the start of the term are now developing good listening and attention skills.

What does the early years setting do well and what does it need to do better?

- The manager and staff provide an ambitious curriculum across all areas of learning. They ensure that children who learn best outside have numerous opportunities to follow their interests. For example, staff allow children to have free-flow access to the garden and provide interesting activities such as hunting for creepy insects and jumping in 'muddy puddles' to keep them engaged.
- Additional funding is used well to improve outcomes for children from disadvantaged backgrounds. For example, the ratio of adults to children is very high to enable them to offer specific support, particularly for children from disadvantaged backgrounds, so that they acquire the necessary skills they need for life, including listening and speaking skills.
- Staff use effective strategies to help children to become familiar with the daily routines. They give clear rules and expectations for behaviour and encourage children to share and take turns. This helps children to learn what is expected of them. In addition, staff provide healthy snacks and regular daily outdoor play to support children's physical well-being.
- Staff are caring and know the children well. They offer appropriate cuddles to reassure children and praise them to help boost their self-esteem. This helps children to settle in quickly and become confident learners.
- Children with SEND receive exemplary support. The manager and staff work well with outside agencies and implement effective teaching strategies to help children who have complex needs to make good progress in their learning and development.

- The manager acts as a good role model to staff and places high priority on the well-being of staff and children. She gives staff opportunities to work flexible hours and reduces their workload to help them fulfil their duties and responsibilities efficiently.
- The manager and staff work closely with parents to provide a consistent approach in meeting children's care and learning needs. They consistently share information and provide practical support and advice for vulnerable families.
- Staff use information from observation and assessment well to plan for children's learning. They engage with children in their play and ask relevant questions to build on their learning. Nonetheless, at times, interactions between staff and children are not fully effective in extending children's learning.
- Overall, staff have good training opportunities to develop their skills and knowledge. However, supervision and coaching arrangements are not fully effective in identifying and remedying any weaker elements of practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a suitable understanding of the procedures to follow if they have any welfare concerns, including how to prevent and protect children from situations which may put them at risk of harm. The manager and staff have recently reviewed their risk assessment to ensure that all areas of the premises are secure and safe for children's use. The manager ensures that there are enough adults working with children and deploys them well to supervise children's play and to help keep them safe. The provider follows effective recruitment procedures to ensure the suitability of staff working with children.

What does the setting need to do to improve?

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

- improve arrangements for the supervision and training of staff so that any weaknesses in teaching are identified and addressed.

Setting details

Unique reference number	119584
Local authority	Tower Hamlets
Inspection number	10128054
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	56
Name of registered person	Lincoln Hall Pre School Committee
Registered person unique reference number	RP523760
Telephone number	020 7987 8057
Date of previous inspection	15 May 2014

Information about this early years setting

Lincoln Hall Preschool registered in 1982. It is situated in the Linc Centre in Bow, in the London Borough of Tower Hamlets. The pre-school is managed by a voluntary management committee. The pre-school serves the local community and provides two sessions each weekday from 8.45am to 11.45am and 12.30pm to 3.30pm, 38 weeks of the year. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are 17 members of staff who work across two settings. Of these, 15 hold appropriate early years qualifications. This includes two members of staff who hold qualifications at degree level.

Information about this inspection

Inspector

Josephine Afful

Inspection activities

- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector conducted a joint observation with the manager and held discussions about children's learning.
- A learning walk of the play and learning areas was conducted by the inspector.
- The inspector spoke with children and joined in their play.
- The inspector took account of the views of parents spoken to on the day of the inspection.

We carried out this inspection 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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