

# Inspection of Lawns Pre-School

Havering Road Methodist Church Hall, Moray Way, Romford, Essex RM1 4YD

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Inspection date: 9 March 2020

**Overall effectiveness** **Good**

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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 are happy and eager to explore. They form good attachments with key persons and turn to them for comfort and reassurance. Staff are kind and attentive to children's well-being. This helps children to settle well. Children are very polite, saying 'excuse me' before asking questions during a story session and using 'please' and 'thank you' without prompting. Staff know children well and have high expectations for them. They plan a challenging curriculum based on children's interests to help motivate them to learn. Children are excited to investigate the engaging outdoor environment, although sometimes they are waiting for extended periods for others to be ready, before going out. Children skilfully lead their own play and develop their thinking skills as they dig in the sand, mix herbs in the kitchen, or operate a water pump, for example. Staff create appropriate sensory spaces outdoors and indoors for all children to access. This is of particular help to children with special educational needs and/or disabilities, who explore sounds and textures and learn in interactive environments. The manager considers children's interests and what they need to learn to ensure that additional funding is used well. For instance, staff from external agencies who provide specialist sessions in football and music and movement help to build children's confidence and promote physical exercise successfully.

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

- Leaders and managers are very knowledgeable about the early years foundation stage requirements. They ensure an ambitious curriculum is rooted in helping children master skills in communication and language and in their personal and physical development. Staff understand this vision and help children to develop secure foundations to build on, before challenging them further.
- Partnerships with parents are effective. Good communication systems are in place to keep parents well informed about their children's development. Parents know what their children are learning and respond positively to ideas from key persons to enhance this at home. This helps to build a continuity of care, learning and development between the home and the setting.
- Self-evaluation is accurate and includes the views of parents and staff. The manager reflects on practice to identify strengths and areas to develop. For instance, she evaluated the 'small world' area and considered what children were learning there. As a result, she encourages staff to engage children in meaningful interactions in this area to further develop their imaginative skills.
- A rigorous professional development plan is in place to help continually improve staff skills and practice. For example, the special educational needs coordinator shares her knowledge from training and provides support to other members of staff. This helps to identify and secure interventions for children who require additional support and contributes to the good progress children make.

- Staff ensure they provide a safe environment for children and are quick to sweep up soil on the floor or clear small blocks away, for example. However, staff miss opportunities to help children consider risks and contribute ideas to develop an understanding of how to maintain a safe environment.
- On occasions, children have to wait for long periods when they queue to wash their hands or line up until everybody has coats on to access the outdoors. Staff have not devised strategies to reduce this and prevent children from becoming distracted and restless.
- Children understand staff's expectations for behaviour and follow instructions well. They display positive behaviour and develop good table manners. Staff are positive role models. For example, they eat their lunch with children, talking about the benefit of healthy food and actively promoting healthy lifestyles. They help children develop good independence skills. For example, staff model how to open yoghurt pots, and younger children master this skill successfully.
- Staff organise the environment well. For instance, they partition a separate area for different age groups to help tailor activities specifically to children's needs and understanding. Staff build on children's communication and language skills effectively as they foster an enthusiasm for books. They use stories well, asking older children about characters' feelings and helping them consider their own emotions. They encourage younger children to move like the characters in the story and to imagine their situations.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding. They are able to recognise the signs that may indicate abuse or that a child is at risk of extreme ideas and behaviours. They know the correct procedures to follow to escalate concerns regarding a child's welfare. Leaders and managers follow safe recruitment procedures to ensure the suitability of those working with children. They have effective policies in place and ensure they utilise training and team meetings to keep staff well informed of current safeguarding practice.

## **What does the setting need to do to improve?**

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

- help children learn to assess risks and contribute ideas to develop an understanding of how to maintain safe environments
- find ways to reduce the length of time children are queueing and waiting for specific activities to begin.

## Setting details

<b>Unique reference number</b>	EY267880
<b>Local authority</b>	Havering
<b>Inspection number</b>	10137980
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Mrs Linda Hayter and Mrs Jacqueline West Partnership
<b>Registered person unique reference number</b>	RP521603
<b>Telephone number</b>	01708732496
<b>Date of previous inspection</b>	6 July 2015

## Information about this early years setting

Lawns Pre-School registered in 2003 and is located in the Rise Park area of the London Borough of Havering. The provider employs 11 members of staff. Of these, 10 hold appropriate early years qualifications from level 2 to level 6. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 2.30pm on Monday, Wednesday and Thursday, and from 9am until midday on Tuesday and Friday. The provider receives funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Leanne Stranger

## Inspection activities

- A learning walk was completed by the inspector and the manager to discuss how the environment is organised to support children's learning.
- The inspector observed the quality of interactions between staff and children.
- The inspector held discussions with the manager, staff, children and parents at appropriate times during the inspection.
- A joint observation of an activity was completed by the inspector and the manager.
- The inspector sampled a range of documentation, including training certificates, policies, planning and observation records.

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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