



Limelight Family Learning Centre

Inspection report for early years provision

Unique Reference Number	511151
Inspection date	05 December 2006
Inspector	Beverly Hallett
Setting Address	Goldsmith Community Centre, Castillon Road, Downham, London, SE6 1QD
Telephone number	0208 698 3800
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Registered person	Pre-School Learning Alliance
Type of inspection	Integrated
Type of care	Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Limelight Family Centre Pre School was registered in 2000 and is situated in Goldsmiths Community Centre in the Downham area of Lewisham. The preschool is directly managed by the Pre School Learning Alliance Lewisham Branch, and the management committee is made up of parents of children at the pre-school and members of the local community. A maximum of 20 children may attend the preschool at any one time. The preschool is open each weekday from 09.15 to 11.45 and 12:30 until 15:00 (excepting Friday afternoons) term times only. There is no session on Friday afternoons for the children, however staff use this time to plan the curriculum. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged from two to under five years on roll. Of these, 34 children receive funding for early education. Children come from the local community. The preschool

currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The preschool employs six members of staff, five of whom hold appropriate early years qualifications.

Limelight Family Centre operates an out of school club for 24 children and offers a breakfast club during term time and a holiday play scheme. The breakfast club offers places to children aged four years six months to under eight years and operates from 07.30 - 09.00, Monday - Friday during term time. The holiday play scheme offers places to children aged three years to under eight years and operates from 09.30 to 16.30, Monday to Friday during various school holidays. The preschool session only was inspected as part of this report.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about personal hygiene through good hygiene procedures. They understand the need for washing hands when toileting and before eating and when and how to wipe noses effectively. Children's health needs are well met through positive action taken when accidents occur and when administering medication. Both are documented effectively.

Children make some healthy choices from a good variety of snacks. Fruit is available on most days, however, some meals also contain sweet or processed foods such as tinned spaghetti, honey and processed cheese, which is not in keeping with healthy eating guidelines. Children's confidence and self help skills are very well supported as they serve themselves, spread butter and toppings on their toast and pour their own drinks with support from staff.

Children benefit from an excellent outdoor area which offers opportunities to run, climb, jump and use an excellent variety of equipment to enhance their physical development. They use space effectively and have a clear understanding about their own personal space and do not encroach on other children's space. They confidently develop skills when using equipment, for example when balancing on logs and pedalling tricycles, extending their movements and developing good co-ordination. Older children are developing an understanding about the effect exercise has on their bodies by expressing that they are "out of breath and need a rest". Children are learning about the need for a healthy lifestyle through regular exercise and themed topics on healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children confidently explore a well organised and well thought out environment. Equipment is stored at children's level, encouraging children's independence and choice by allowing free access.

Toys and resources are of good quality and are carefully selected to ensure they are suitable for children and provide interesting choices for them.

Children have access to clear space when playing both indoors and outdoors and can independently and safely access all play areas and the toilets. Their security is monitored closely by staff supervision, and high handles and locks on exit doors ensure security within the setting. Effective procedures are in place to evacuate children from the building in the event of a fire.

Children are protected from harm by the staff's knowledge and understanding of the well written child protection procedures, therefore safeguarding children's welfare. Clear action is taken to protect children from people who have not been vetted.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting, having fun and participating in a good range of activities. These are freely accessible to them or planned by motivated staff, therefore developing children's decision making skills and social interaction. Children receive excellent levels of caring support from staff to capture and sustain their interest in the good range of activities, extending their learning in all areas.

Younger children's development is carefully monitored through clear observations, which are linked to the Birth to three matters framework. However, the aspects and components are not yet identified on activity plans to ensure children under three are receiving a balanced curriculum.

Nursery education.

The quality of teaching and learning is good. Staff are very knowledgeable about the Foundation Stage curriculum guidance and clear planning ensures all children receive a balanced and varied range of activities to promote development in all areas.

Children are confident communicators, using their voice, gestures and expressions. They enjoy stories, developing a clear understanding of the story line, retelling it accurately to other people. They learn to represent letters and numbers with accurate marks and show their knowledge of how sounds link to letters through conversation. Children understand simple instructions and carry them out independently.

Children use numbers effectively by counting and representing numerals and amounts through daily activities for example when completing the register. They match and sort shapes whilst using various toys and resources such as jigsaws, and whilst tidying away at the end of the session. However, children's opportunities to enjoy and select from a wide variety of toys and resources which promote maths skills within the environment are limited.

Children enjoy investigating a good range of natural materials. They happily explore sand, water and soil in the garden, and mix malleable materials such as jelly and play dough, expressing wonder at their findings. Children's thinking is extended by the effective use of questioning by the staff. Past experiences of children's lives are recalled through discussion and children

show their delight at the thought of future events. They have an understanding of other people's culture and festivals through regular themed topics. Children have good access to computers and have opportunities to explore the natural world using magnets, magnifying glasses and insect viewers.

Children enjoy being creative and confidently access the collage area, musical instruments and dressing up clothes. They act out roles that are familiar to them and play a variety of musical bells and shakers to accompany a children's music tape. They freely represent using a good range of materials and media accessible to them during free play, and create pieces of work with some individuality based on staff planned activities.

Children are confident in using a variety of tools and show good skills in dexterity. Their independence is promoted well in serving their own snacks and pouring their own drinks.

Children's individual achievements and development are monitored well through effective planning and regular observations. These are updated in profiles reflecting the Foundation Stage, to ensure that their all round development is promoted.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, cultural and social development is very well fostered. Children make choices and decisions for themselves by selecting resources independently, taking themselves to the toilet and choosing what foods to eat. They respect other people's opinions and confidently make their own known to others. They openly share experiences, demonstrating a sense of community amongst their peers.

Children are recognised and valued as individuals throughout the preschool. They are respected for their participation in the activities and their personal qualities. Therefore children have a high self esteem and show pride in their achievements throughout the day. Children have access to a suitable range of positive images that reflect a variety of different races, however other images of diversity are not so readily available which limits children's experiences of people's differences.

Children with special educational needs are given excellent opportunities to participate in all activities, and are supported well by the staff team. Their progress is monitored carefully, with additional support and guidance from parents and professionals who regularly visit the child and the nursery. This support is used effectively to adapt the care and routine to allow the child to be fully inclusive.

Children's behaviour is suitably promoted by staff's behaviour management strategies. On the whole, children respond positively to co-operation, sharing and taking turns. Unacceptable behaviour is quickly managed, although children are not extensively encouraged to solve their own conflict situations and rely heavily on staff intervention to sort out minor disagreements.

The partnership with parents is outstanding. Parents develop close relationships with staff, regularly sharing relevant information about children's development and care, therefore

promoting the children's continuity of care. Developmental information from home is recorded in children's profile and used to inform the planning of children's future development, therefore children's profiles truly reflect their stage of development. Parents receive very good information about events and daily life in the nursery. In particular they receive excellent information about the Foundation Stage through individual meetings, displays and information boards, and are encouraged to continue specific activities at home to support children's continuity of learning.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides.

The leadership and management of the educational system is good. Staff are clear about their roles and how to support children in working towards the early learning goals. Staff are given time every week to plan for children's progress, ensuring all children's needs are catered for and providing opportunities for all staff to share ideas and concerns.

Effective recruitment and training procedures are followed to ensure staff are suitably qualified to care for children. Staff's training needs are identified by management and staff attend a wide variety of workshops run mainly by the local early years team in order to meet those needs and ensure continued development within the setting.

Children's records are regularly updated to ensure children's welfare is continuously promoted, and are kept secure and confidential. The complaints procedure is made available to parents and a complaints log is kept to record any issues and how they were resolved.

Improvements since the last inspection

At the last inspection a recommendation was made for the setting to improve children's safety by including the times of arrival and departure on children's attendance register. These times are now recorded, ensuring children's safety by accounting clearly for the periods they are present at the setting.

A second recommendation given at the last inspection was to improve on partnership with parents by making the policy regarding exclusion of sick children freely available to parents. Communication with parents regarding the organisational plan is greatly improved, with a welcome pack containing all relevant policies and procedures being given to each parent as their child starts at the setting. This and other actions has resulted in excellent partnership with parents and continuity of care for the children.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the planning of the curriculum for the under three's in line with the Birth to three matters framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase the variety of toys and resources freely available within the free play session which promote children's interests and experiences in mathematics

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk