

Lanfranc Pre-School

Inspection report for early years provision

Unique Reference Number	124978
Inspection date	21 November 2007
Inspector	Sandra Patricia Jeffrey
Setting Address	Mitcham Road, Croydon, Surrey, CR9 3AS
Telephone number	020 8684 8050
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Registered person	The Governing Body of Lanfranc Pre-school
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Lanfranc Preschool has been registered to provide sessional care for children for more than 15 years. The group is run by a Workers Co-Operative.

The group operate from a purpose built unit within the grounds of the Archbishop Lanfranc School.

There are accessible storage facilities on site. The group have sole use of toilet facilities within the secure unit.

The group has limited outdoor play facilities consisting of a small patio area and a section of the school's playing field. The group is open from 09:15 to 11:45 for morning sessions and 12:30 - 15:00 for afternoon sessions, Monday to Friday, term-time only.

The setting is staffed by two childcare qualified managers who jointly manage the group. There are a further six staff members, four of whom hold a recognised childcare qualification.

There were 57 children on roll at the time of the inspection, the majority of whom receive early years funding. Children attend for a variety of sessions. There are some children attending who have identified learning difficulties and 40 children have English as an additional language. The preschool is open to all children within the registered age group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are well cared for in the clean, bright and very welcoming environment. Children begin to learn about good hygiene procedures as staff remind them to wash their hands after using the toilet. Children and staff do not, however, wash their hands before snack time. Hand washing facilities are available in the toilets, but include blocks of soap and a shared towel. Children were also exposed to a potentially harmful cleaning detergent when the table was sprayed whilst they were sitting at it before snack. These practices expose children to the risk of cross infection.

Sufficient staff have up to date first aid qualifications, enabling them to deal appropriately with minor accidents. Written parental permission for emergency medical treatment has also been sought, this promotes the children's wellbeing. Documentation for the recording of accidents and medicines are in place and are well maintained.

Children enjoy healthy snacks including fresh fruit and salad, bread and butter and dry cereal. Staff ensure food complies with any dietary and/or religious requirements. Children are beginning to understand the benefits of a healthy lifestyle. They are able to help themselves to drinks of squash and milk during snack time and water is available throughout the day. This promotes their independence and self help skills.

Children enjoy daily opportunities for exercise within the planning, including music and movement sessions and use of the climbing frame. Opportunities to play in the fresh air, however, are limited. Daily use of the outside facilities is not provided. This impacts on the settings ability to meet children's physical needs fully and restricts the children's opportunities to breathe fresh air whilst playing and developing.

Children's hand movements and co-ordination are developing appropriately, as they practise pouring water from jugs into cups and fix construction toys together. There are also regular activities which encourage small motor skills, such as drawing, painting, puzzles and supervised access to cutting activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in a spacious, stimulating environment where they can play freely and independently. The premises are secure and suitable for their purpose, and staff ensure that children are released into the care of known adults with the use of an effective password system.

The outside facilities, however, were not secure on the first day of the inspection as a latch on the main gate had broken. After discussion with the manager, this was rectified by the second day of the inspection process. The management are aware of their responsibility to ensure the

security of the areas used by the children and have acted promptly and appropriately in this instance.

Staff deployment is generally effective and children are generally well supervised. However, on the second day of the inspection the children were momentarily left unsupervised while members of staff were tidying up and preparing for snack time. Whilst the management and other staff members were able to hear the children from the lobby and other room, there were no members of staff directly supervising the children for a minute or two. This compromises children's safety. However, the manager responded appropriately when alerted to the incident by the inspector and the children came to no harm.

Children and staff have a clear understanding of the procedures to follow in the event of an emergency, such as fire, because these are practised on a regular basis. There are detailed policies for non collection of children and lost children. These measures promote the safety of the children.

Clear safe-guarding children policies (child protection) are in place, including those relating to allegations against staff members, these give details of the procedures to be followed in the event of any concerns about the wellbeing of the children. Information has also been made available for parents, which ensures parents are aware of the settings responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children attending the setting are generally very confident and have built good relationships with the staff. They arrive happily and are settled at an activity by the staff, who are attentive to their needs. Children are familiar with the regular daily routine, this helps them develop a sense of belonging.

Staff are aware of the Birth to three matters framework and implement this into their planning to support younger children's development. Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. All children enjoy plenty of opportunities to develop their social skills, they relate well to each other and socialise and make friends with each other; for example, they sit together at snack times and enjoy role-play, where they negotiate and co-operate effectively.

Play areas are appropriately presented with a variety of play materials, which staff encourage the children to explore. Staff sit with the children and talk to them gently, effectively supporting their play. Children enjoy visiting the role play area which contains several multicultural outfits including sari's. All staff interact with enthusiasm in all aspects of children's play and the children in turn, respond well. This fosters their emotional wellbeing and helps them to achieve.

Nursery Education

The quality of teaching and learning is good. Staff show a good understanding of the six areas of learning within the Foundation Stage and implement a good range of teaching methods. Records show that staff in the main, appropriately link their observations of children to the six areas of learning and use the information they gain to inform their planning, although some members of staff are less confident in this area than others. The setting has established a buddy system to support the staff in the setting and to assist less experienced and/or less confident staff in this area.

Good planning and teaching throughout the setting helps the children to learn well and to enjoy their time there. Staff create a welcoming environment where children's work is displayed. This shows children's work is valued and gives them a sense of belonging.

Children are able to sit and concentrate well. They listen to and enjoy the weekly themed stories and know how to handle and use books correctly. They spend time 'reading' and sharing books with friends and adults and are fully involved and interested in the stories.

Good questioning skills by staff extend the children's understanding and enjoyment of books, for example, children join in with the Engine-Engine story and rhyme book. A lovely multi cultural story book set in India. Children are then read the book for a second time, but this time the member of staff only reads the first part of each verse, encouraging the children to finish the rest. Children are encouraged to stop the reader and to ask questions which allows the children to fully understand the story and to dictate it's pace.

Good use of prompts and visual aids, also helps to animate the stories, particularly for those children who have English as a second language and for whom story time could otherwise lack impact and understanding. A wonderful interactive story with all children fully involved and participating.

Children have access to a good range of writing materials. They have opportunities to recognise and to practise writing letters and simple words such as their names on art work. Some children are beginning to form letters when they write and some can recognise the letters in their names. They have good opportunities to regularly write for different purposes, for example within the role play and office areas.

Good use of counting during everyday routines and activities, such as when taking the register encourages children's understanding and use of number. Children count confidently by rote and recognise numbers that are important to them. Children have sound recognition of numbers below 10.

Children's understanding of space, shape and measure is developing. They recognise the properties of simple shapes and are able to link them to well known objects in every day life; for example, they know a circle is the same shape as a wheel and a star can be found in the sky at night.

Children have excellent opportunities to develop their creative skills as they enjoy well planned daily art and craft activities, such as printing with different shapes in line with the current theme. There are also daily opportunities for them to paint and draw freely, in addition to the focus activities for more adult directed work, allowing the children to develop their skills in this area at their own pace.

Children spend time learning about their environment through discussions about bee hives and nests, as they explore the delicate structure from the very well presented nature table. Children are beginning to understand past and present, they discuss people, places and events in their own lives. Children learn about different cultures and beliefs through topic work such as exploring other countries and religious festivals.

Helping children make a positive contribution

The provision is satisfactory.

Children and staff attending the setting come from a variety of cultures and backgrounds. They are encouraged to develop a positive view of the wider community through acknowledging festivals and by talking about their lives and experiences. Children play with a range of resources that reflect positive images of today's diverse society, such as dolls, books, dressing up clothes and play people. Access to these meaningful resources and activities promotes a positive view of the wider world and increases the children's awareness of diversity.

There are clear systems in place to support children with learning difficulties and/or disabilities. Staff work together with parents and other professionals to support their individual needs. There are good systems in place to support children who speak English as an additional language. Staff know a few words of the children's native language so that they can communicate with them in order to ensure children have equal opportunities to maximise their enjoyment and learning potential.

Children are treated with respect and are given lots of praise and encouragement to promote their self-esteem. Children have good manners as staff encourage them to work together and to say please and thank you. This fosters children's social, moral, cultural and spiritual development. The children generally behave well and show an understanding of the setting's boundaries and routines.

Partnerships with parents and carers is satisfactory. Relationships with parents are friendly and supportive. However, parents are not actively invited into the setting, beyond the settling in period. Children are handed over in the doorway of the setting, effectively stopping the parents from observing what their children are experiencing.

Whilst regular newsletters are provided for the parent's, detailing the current themes, weekly planning is not made available for the parents to see what activities and experiences their children are enjoying, in line with these themes and parents are not actively encouraged to become involved in their children's learning.

This inhibits the parents opportunities to extend their children's learning at home in conjunction with the setting, which in turn does not foster their understanding of how children learn. The management of the setting were, however, proactive in producing the parents with a questionnaire to support the inspection process and parents stated that they were generally happy with the service provided.

Organisation

The organisation is satisfactory.

Leadership and management of the setting is satisfactory. Space and resources are suitably organised to create an accessible environment, where children are busy and occupied. However staff deployment was not fully effective during the inspection, which lead to the children being momentarily unsupervised. This compromised their safety, although staff ratios are generally maintained, ensuring that children are generally well supervised.

Staff work well together as a team, are generally competent within their roles and are very caring towards the children. There is a strong commitment to develop and improve the setting and the management are aware of the settings strengths and weaknesses. Indeed some of the

issues raised during the first day of the inspection relating to the health and safety of the children, had already been addressed by the second day of the inspection. This demonstrates the settings desire to provide a safe and suitable environment for the children in their care.

Staff plan a wide range of practical activities that interest the children. Regular observations by key workers identify children's stage of learning. These are generally well documented, but not in all cases, this reduces their effectiveness in assessing any improvements and/or areas for further development. Staff are however, generally aware of children's individual needs and extend activities appropriately. Lack of use of the outside area impacts on children's development, although effective planning for indoor physical activities ensures children have some opportunities to develop their large motor skills and coordination.

Most mandatory records are in place. However, attendance records for children, staff and visitors are not consistently maintained and planning is not made available to the parents. This does not fully promote the safe or effective management of the setting in order to promote children's welfare.

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

Improvements since the last inspection

At the last care inspection the setting was asked to ensure that at least one member of staff with a first aid certificate was present at all times and to ensure that the premises were maintained in a suitable state of repair and decoration.

There are three members of staff who now have valid first aid certificates and at least one is always present at any one time. The setting has recently moved into a new, purpose built unit that is bright, clean and well maintained.

At the last inspection for nursery education the setting was asked to give children more opportunities to recognise and write their own names, to ensure story time offered good opportunities for letter and sound recognition and to plan more opportunities for children to develop their physical skills with greater access to large play equipment.

The children now have more opportunities to see and therefore recognise their names on their coat pegs and name cards and children are encouraged and assisted in writing their names on their art work.

Story time has been developed well and now offers children more opportunities to recognise letters and sounds. Additional resources throughout the setting including interactive keyboards, recorded songs and stories, have also increased the opportunities for children's language development.

Large physical play is now included in the daily plans, to ensure that children have opportunities to enjoy this aspect of their development, both, inside and occasionally outside.

Complaints since the last inspection

Since the last inspection 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are satisfactory.

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):

- reduce the risks of cross infection by providing more appropriate hand washing and drying facilities for the children and ensure staff and children's hands are washed before food is handled/eaten
- ensure children are not exposed to potentially harmful cleaning detergents
- ensure children are adequately supervised at all times
- ensure the afternoon daily attendance register is completed in good time, ensure the staff register is completed on a daily basis and ensure the visitors record is completed as necessary.

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):

- develop the use of the outside area, in order to support children's learning across all areas of the curriculum (also applies for care)
- continue to support staff's awareness of the Foundation Stage in order to ensure children's developmental progress
- display planning for parents to view.

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