

Lanfranc Pre-School

Inspection report for early years provision

Unique reference number	124978
Inspection date	03/06/2009
Inspector	Clementina Ogunsanwo
Setting address	Mitcham Road, Croydon, Surrey, CR9 3AS
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Lanfranc Pre-School has been registered to provide sessional care for children for more than 15 years. The group is run by a workers cooperative. The group operates from purpose built premises within the grounds of Archbishop Lanfranc School. There are accessible storage facilities on site. The group is open from 9.15 to 11.45 for morning sessions and 12.30 to 3.00 for afternoon sessions, Monday to Friday, term time only. There are seven members of staff, of these, five have appropriate childcare qualifications while the other two are unqualified. Four members of staff have National Vocational Qualification at level 3. The school liaises with the pre-school learning alliance for advice and support which is improving the quality of provision. The pre-school is registered to care for 36 children in the early years age range and there are currently 62 children on roll. The pre-school supports children with learning difficulties and/or disabilities and those learning English as an additional language. The pre-school is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register. There is a disabled ramp which facilitates access for children with learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good, children play in a safe and harmonious environment. All members of staff except two are qualified and provide a range of interesting and enjoyable activities which delight the children. However, there are insufficient opportunities for the children to explore initial letter sounds to aid their development of early reading skills. Some of the policies require updating to reflect changes in childcare legislation. Parents and carers are confident with the care and education their children receive, as shown in one parent's comment, 'My daughter is happy and she is well looked after by the staff'. All children, including those with learning difficulties and disabilities are included well in activities and use of equipment. The pre-school has a good capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update policies to reflect current childcare legislation for the Early Years Foundation Stage
- ensure sufficient activities are planned to develop children's awareness of initial letter sounds to assist them in acquisition of early reading skills

The leadership and management of the early years provision

Leadership and management are good and are based on good self-evaluation, so the setting is well placed to sustain and build upon its strengths. Risk assessments are carried out on a regular basis. However, some of the policies are out of date

and require revision to reflect current childcare practice. All children, including those with learning difficulties and disabilities and those learning English as an additional language, are included and supported well in the range of activities. Leaders liaise with the pre-school learning alliance for guidance and support in improving the quality of provision. The pre-school is well resourced and makes effective use of the accommodation and facilities. Children use the outdoor play facility to undertake enjoyable physical play sessions such as making imaginative movement on climbing and balancing equipment such as trampolines and slides. Links with parents are good. Parents have the opportunity for formal discussions about their children's progress with the staff through popular consultation afternoons. They are also provided with a range of useful information about the pre-school when their children join. Staff use the background information from the parents to plan for the care and the purposeful engagement of the children. The pre-school has effectively addressed the issues for improvement identified during the previous inspection.

The quality and standards of the early years provision

The pre-school provides interesting activities for the children which they undertake with enthusiasm. Adults interact well with the children and support them during activities such as construction which allows the children to make imaginative use of language. As one child said, 'I am making a rocket.' An enjoyable range of activities is planned for the children to facilitate their sensorial exploration of a range of materials such as cornflour mixtures and 'jelly bath'. Subsequently, pupils have meaningful learning opportunities and describe their experiences accurately based on their experiences. For example, one child observed that 'the dinosaur is getting stuck'. Purposeful celebration of the Chinese New Year, Diwali celebrations and dressing up in a range of cultural outfits is helping children develop knowledge of other cultures and beliefs. Children make a positive contribution through putting their completed work in their individual folders. However, these opportunities are insufficient as children do not actively contribute to the daily running of the session such as undertaking some responsibility roles.

Behaviour is good. Adults consistently manage children's behaviour well, which helps to develop their social development and team working skills. They supervise and support the children well during activities which keep them safe and secure. Well established systems for recording children's attendance during register time help staff to account for each child.

Children cooperate with each other during games and activities and have made many friends. They enjoy and value each other's company, evident as they hold hands during role play sessions. Staff interact warmly with the children, creating a harmonious and happy atmosphere. Physical development is good and children undertake active physical play sessions and make well coordinated, imaginative balancing and climbing movements. Healthy snacks which include a variety of fruits and cereal are available for the children each day, from which they make their own choices. As a result, children's knowledge of how to keep healthy is promoted well. Good routines are well established for eating and tidying, and the environment is kept clean.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met