

# Early Bloomers Pre-School

Inspection report for early years provision

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**Unique reference number** EY346159  
**Inspection date** 23/03/2010  
**Inspector** Beverly Hallett

**Setting address** 111 Endwell Road, LONDON, SE4 2PE

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**Type of setting** Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Early Bloomers Pre-School is run by A-Class Education Ltd. It opened in 2007 and operates from eight rooms on the first floor of a purpose-built building in Brockley in the London borough of Lewisham. Children have access to a small enclosed outdoor play area which is covered in a safe surface. The nursery provision is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. The breakfast club is open each weekday from 7.30am to 9.15am and the after school club is open each weekday from 3.30pm to 6.00pm during school term times only. The holiday play scheme is open each weekday from 8.00am to 6.00pm during school holidays except for Christmas. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children may attend the nursery at any one time. There are currently 26 children on roll in the early years age group some of whom attend part-time. The nursery supports children with special educational needs as well as those who speak English as an additional language. There are currently 33 children aged from four to under eight years on roll for the out of school provision. The setting also offers care to children aged over eight years. There are seven members of staff who work directly with the children in the early years age group, six of whom hold appropriate early years qualifications and one of whom is working towards. The setting receives support from the Local Authority early years advisors.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Policies and procedures are not sufficiently effective in identifying and taking action to minimise all hazards to children. Systems to identify individual needs, observational assessments and planning are not sufficiently robust and weaknesses in monitoring mean that some children do not receive the support they need to maximise their potential. Those in charge want to raise achievement and some processes are in place aimed at reflecting on practice and driving improvement. However, those in charge lack the knowledge and skill to drive improvement in the required areas and as a result children's learning and development is not being effectively supported.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis and take all reasonable steps to ensure that

16/04/2010

- hazards to children (Suitable premises environment & equipment) (also applies to both parts of the Childcare Register)
- ensure that resources and equipment are sufficient and suitably organised in a way that meets the needs of children as active and independent learners (Suitable premises environment & equipment) 16/04/2010
  - ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation) 16/04/2010
  - improve the arrangements for observations and assessments so that these can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs (Organisation) 16/04/2010
  - plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 16/04/2010
  - ensure adults looking after children have appropriate skills and knowledge to support children's active independent learning in all six learning areas (Qualifications training knowledge & skills) 16/04/2010

To improve the early years provision the registered person should:

- improve the range of resources and positive images of all aspects of diversity and provide support so children learn to respect and value differences, helping them to develop positive and caring attitudes towards others.

## **The effectiveness of leadership and management of the early years provision**

Overall, children make limited progress in their learning and personal development. Policies and procedures are in place to protect children in case of child protection concerns but there are weaknesses in the setting's ability to effectively assess and address risks to children in the physical environment and as a result children's safety cannot be fully assured.

Insufficient attention is given to identifying children's starting points and there are weaknesses in planning and the use of assessments. Planning is for the whole group and does not show learning intentions or the different or additional support provided for individual children. Also missing is information on how different learning needs are provided for. For example, those children who are more able, between boys and girls or children who speak English as an additional language. As a result children's individual learning needs are not being met and they are making slow progress towards the early learning goals.

There is some communication with parents and daily diaries help parents be aware of their children's play and activities whilst at the setting. However, whilst the sharing of assessments give parents an overview of children's progress in each learning area, the weaknesses in the systems to observe and assess children's learning means that the information shared with parents is not based on sufficient observed evidence of children's achievements. Therefore, parents are unable to contribute effectively to their children's learning. Also if information is shared with staff about children's interests at home, this is not used in planning for children's learning whilst at the setting.

Because the setting also runs an out of school provision the manager feels that partnerships with others involved in children's care and learning is effective. However, the weaknesses in the setting's own assessment systems make effective sharing of information on children's achievements with others difficult.

## **The quality and standards of the early years provision and outcomes for children**

Resources are not very well arranged and organised to create an enabling environment in which children can develop independence and make choices. Also the range and variety of toys are insufficient to offer children choice, challenge and stimulation according to their different developmental levels, and their individual needs and interests. As a result, although children are generally well behaved at the setting and play with each other and the resources available, their play is limited to keeping them occupied, and does not encourage sufficient problem solving. Children are not supported in developing complex thought processes or in beginning to think critically. This means that there are significant gaps in children's learning in all six of the early year's foundation stage areas. This weakness is compounded by the fact that staff in the pre-school room lack suitable knowledge of the learning and development requirements and so do not use verbal and non-verbal interaction to engage and encourage children in all aspects of learning. As a result children are not progressing sufficiently in most areas and in particular in problem solving reasoning and numeracy, knowledge and understanding of the world and physical development. Children do engage in adult initiated activities such as cutting out mathematical shapes and using them to stick onto paper to make figures such as people, or completing work to be displayed around the room. However, these activities are highly adult directed and are often focussed on the end product rather than in how children learn from the process. Therefore, the quality of learning for children in such activities is poor and does not support them in developing the attitudes and skills appropriate to good learners.

Children are developing some awareness of the use of technology in modern society and show their understanding of it's use through role play. For example, they make mobile phones out of bricks and use them to have pretend conversations as part of their play. Some old camera's are also available as part of role play equipment for children to use in pretend play. Computers are available in the setting, however, children cannot access these freely and so their use of this technology is limited.

Children in the baby room are suitably cared for and have a small but appropriate range of equipment such as baby toys, home corner equipment and sand, to engage their interest and exploration. They particularly enjoy playing outside and even very small babies sit on a safety mat, enjoying the sunshine and fresh air as older toddlers use the wheeled toys available. For older children this outdoor area lacks challenge and excitement. The wheeled toys provide opportunities to have fun and develop some awareness of space, but planning for the outside time does not ensure that a suitable variety of experiences are offered. Therefore, children are not able to explore and investigate some features of living things, and respond with awe to what they see as well as develop a full range of physical skills.

Children enjoy story times and music session and these go some way to supporting their language and interest in music and song. However, a heavy emphasis on adult direction within these and all activities means that they are halted frequently so that adults can control children's behaviour. For example, children are often asked to cross their legs, pay attention or move and sit next to a different child to stop them from chatting. Adults do not use a variety of interaction strategies to make these activities interesting and to captivate children's attention. As a result children quickly become bored with sitting still and lose interest in the activity, until eventually the activity falls apart. This means that children are not receiving enjoyable learning opportunities which meet their individual needs and offer a balance of child and adult initiated experiences. When speaking to each other children show respect and help each other to complete tasks. For example, they exchange ideas on how to make models from construction materials such as stickle bricks. In this way children are developing language for thinking and talking. Some examples of drawing displayed in the setting also shows that children are beginning to write and some signs and posters displayed in the environment encourage children to know that print has different uses and to help them to recognise letters.

The environment is clean and children are encouraged to follow appropriate personal hygiene routines to minimise the risk of infection. Policies and procedures are in place to protect children from illness and cross infection and well cooked and nutritious meals help children develop a positive attitude to healthy eating.

There are a few dolls, books and puzzles that reflect diversity, however, these are limited and children's understanding of the wider world is not effectively promoted. There is some evidence that topic work is carried out to introduce children to how people of other religions and cultures live, for example, Chinese New Year. However, the setting's medium and long term planning indicates that these are few and so children's awareness and understanding of the wider world is not being supported.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the early years part of the report (Suitable premises & equipment) 16/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the early years section of the report (Suitable premises and equipment) 16/04/2010