

Early Bloomers Pre-School

Inspection report for early years provision

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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.

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Description of the setting

Early Bloomers Pre-School is run by A-Class Education Ltd. It was registered in 2007 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the first floor of a purpose-adapted building in Brockley in the London borough of Lewisham. Children have access to a small enclosed outdoor play area which has a rubberised safety surface. Early years children are arranged in two groups. Babies have their own self contained unit. There is a separate for the out of school club. 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. A maximum of 34 children may attend the setting at any one time. There are currently 32 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, all hold appropriate early years qualifications. The setting receives support and training opportunities from the Local Authority early years advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Policies and procedures are sufficiently effective in identifying and minimising potential hazards, so that children have clean, safe and organised environments for play and learning. Children are offered a range and variety of planned, developmentally appropriate activities, helping them make satisfactory progress from their starting points, towards the expectations of the early learning goals. Children play quite happily along side others and staff are interested and enthusiastic regarding children's achievements. The setting affords inclusive experiences through group activities, although these are not led and managed with a child centred approach. Task orientated routines are reducing the value of some play and learning experiences, so that outcomes for children are satisfactory. The provider is highly motivated and worked well over the past six months with Lewisham early years advice and resource network, improving overall outcomes for children from inadequate to satisfactory.

What steps need to be taken to improve provision further?

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

- improve deployment of key workers, to meet the needs of each child in their care, so as to respond sensitively to their feelings, ideas and behaviour
- review the operational plan and develop self-evaluation, so that routines and scheduled activities flow with the needs of children
- improve hand washing routines so that they are consistent and help children adopt healthy personal habits

The effectiveness of leadership and management of the early years provision

Policies and procedures are in place to safeguard children and staff understand how to follow these should they have child protection concerns. Risk assessment is effective in minimising potential hazards, ensuring children are kept safe and secure in the setting. There are improvements in the range of resources available portraying positive images of differences, supporting children's learning in valuing diversity. Children enjoy seeing and pointing to photographs of themselves, such as those displayed on their achievement chart, helping them feel good about themselves. The provider acquires and adapts resources to promote inclusion, such as providing a work table to help children be involved in routines.

Resources are deployed so that children are able to make choices, although much activity including free-play sessions are adult led. This is because adults are developing knowledge and skills for promoting learning through planned activities but not honed their skills to encourage independent exploration and discovery. The provider is driving improvement through investing in training for all staff and is working effectively with Lewisham early years advice and resource network, so as to meet the specific legal requirements of the Early Years Foundation Stage. The provider has a clear vision for the future and actively involves the staff team in self-evaluation, to improve outcomes for children.

The provider has introduced a questionnaire for parents and carers, to establish their views of the setting and how best to involve them in children's learning. The provider continues to develop a partnership approach in working with other agencies and in engaging parents and carers, so that children's individual care and learning needs are met. Parents and carers are satisfied with the progress children make and feel they have achieved well by the time they start school.

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

Children are making satisfactory progress through provision of a planned programme of adult-led activities across the six areas of learning. Staff have a sound grasp of children's learning needs, through professional training opportunities and having observed children closely from their starting points. Systems in place are helping staff to track children's attainments and plan appropriately for the next steps in their learning. Free-play experiences are

providing further learning opportunities, although the schedule and routines are not flowing well or in tune with children's needs. Staff have a tendency to impose learning in a direct way, rather than taking their cues from the children, for example, use of materials for card making not freely available for children to make things of their own choosing. As a result children's natural spontaneity and curiosity are suppressed; for example, children showing interest in musical instruments during a group singing session are discouraged from using them as they have not been included on the planning schedule for the activity. The setting promotes inclusion through group activities, although group experiences for children are task managed, losing the value of the activity, for example, children are interested and listening well to a story, but are subsequently distracted by staff handing out coats for outdoor play which is next on the schedule.

Children are safe and looked after appropriately in the setting, ensuring their basic welfare needs are met, including regular drinks, snacks and meals, and opportunities for rest and play. Children understand the importance of adopting healthy habits, such as washing hands prior to handling food, but routines are inconsistently followed, such as going from watching a television programme straight to the table for drinks and snacks. Outcomes for children are less than good because routines are not child centred. Staff follow task orientated routines that often miss steps for promoting better outcomes for children, such as arrangements for children to play in a confined area, while others sleep. Children enjoy opportunities for outside play, helping them develop physical skills and adopt a healthy lifestyle. Staff relate positively to children and consistently clap and praise their efforts helping them to enjoy and achieve in the setting. However, children are sometimes insecure and unsettled; for example, in the baby room, staff operate a rota system, where one member of staff undertakes the personal care of all the babies. Key workers are not deployed to meet the needs of each child in their care, so as to respond sensitively to their feelings, ideas and behaviour, in line with statutory guidance for the Early Years Foundation Stage.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

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

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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