

Winston Way Children's Centre

Inspection report for early years provision

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Setting address	Winston Way School, Winston Way, ILFORD, Essex, IG1 2WS
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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*.

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Description of the setting

Winston Way Children's Centre Preschool opened in 2010 and is managed by the Pre-School Learning Alliance. It operates from a large open plan room within Winston Way Primary School and Children's Centre building, in Ilford in the London Borough of Redbridge. Children have access to an enclosed outdoor play area. It is open each weekday for sessional care from 09.00 to 12.00 and from 12.30 to 3.30 term time only.

The Pre-School is registered on the Early Years Register. A maximum of 24 children may attend the setting at any one time. There are currently 29 children in the early years age range on roll. The nursery currently supports a number of children with learning difficulties and/or disabilities. There are 4 members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are promoted well. Children are very happy and settled because the staff at the pre-school create a safe and secure environment. The staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. The children are kept safe whilst attending the setting due to daily safety checks and visits to local community which have risk assessments carried out on them. Staff continually evaluate the activities and experiences that are on offer to the children, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. Staff ensure that all children are supported to fully participate in the activities provided. The pre-school has a high capacity to maintain continuous improvement because the manager and staff seek to improve their knowledge and understanding of children's early years through further education opportunities. Partnerships with outside agencies is a key strength which ensures children's needs are fully met.

What steps need to be taken to improve provision further?

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

- develop the self evaluation process to help identify ways to improve outcomes for children
- improve the two way flow of information with parents to promote a shared understanding of the Early Years Foundation Stage Curriculum and involve parents in practical ways to support their child's development.
- improve systems to identify children's individual learning needs on entry to the setting and ensure written assessments include the next steps of learning

and are all dated.

The effectiveness of leadership and management of the early years provision

Children's welfare, learning and development are promoted very well. Children are very happy and have settled because the staff at the pre-school create a safe and secure environment. The staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. Activities and experiences on offer are continually evaluated, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. Staff demonstrate a good knowledge of each individual child, which supports their learning and development. The children's needs are being met as staff work closely with parents to gain an understanding of each child's individual care needs. Evaluation and reflective practice ensure the setting builds on the staff's professional development and that of the service it provides. Partnerships with outside agencies is a key strength which ensures children's needs are fully met.

Staff work well together to maintain high staffing ratios. This enables children to move freely and to choose from the different activities provided indoors and out. Staff work hard to ensure the sessions run smoothly so children feel settled and confident in their routine. Parents receive daily verbal feedback with the staff about the children's day at the setting. Staff are working hard to try to make sure parents feel included and are kept informed about their children's progress and welfare. However, parents do not have an understanding of the Early Years Foundation Stage and stated through discussion that they would like practical ways to support their child's development at home. Parents have access to all the setting's policies and procedures. A parents' notice board is available, which displays daily planning for the children and other important relevant information. This ensures that parents are kept up to date with what is happening daily at the setting.

The staff also have strong links with other professionals and are very committed to inclusion of all children to help promote continuity of care and education for the children. The setting is fully committed to promoting inclusive practice and is aware of the importance of teaching the children about diversity. Children are taught about equality and diversity at a level that they are able to understand and learn from. Staff make excellent use of the children's records and ask parents to come into the setting to talk to the children about the festivals and celebrations they carry out at home. Staff tailor the activities to the age of the children that are participating in them, which ensures that they are able to learn from the activities. The staff use food shops in the local area to show the children foods from around the world.

Staff are all aware of their roles and responsibilities and this enables them to work effectively towards improving outcomes for children. Extremely comprehensive policies and procedures demonstrate the setting's sensitive and mature attitude both to protecting children and helping them understand how to keep themselves

safe. The staff team consistently seeks parent's views and permissions concerning a range of safeguarding issues, ensuring that their policies meet not only legal requirements but reflect the needs and wishes of parents. As a result parents and carers fully understand the steps that the setting will take to protect their children. The manager is beginning to self-evaluate the service provided and she is aware of the setting's strengths and weaknesses. However, there is scope to develop this further and increase the input of staff, parents and children into the process so that they can more accurately evaluate the strengths and weaknesses of the setting to drive further improvements.

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

The pre-school is a very warm and welcoming place for children to learn through play. The environment is bright and colourful and children enjoy helping to create the display boards around the room, for example, photographs of the children have been used to create 'where we come from' board and a board for each of the six areas of learning. Each area is full of interesting, stimulating equipment and resources that children can freely choose from. Their individual interests are known by the staff, who successfully support children in their play and extend their learning by asking them questions to make them think and help them problem solve. Children attending the setting are clearly respected by staff. They seek the views of the children during activities about what they like to do and which resources they would like to play with. Children self register when they arrive at the setting, which allows the staff to see who has arrived before registration and for the children to learn early word recognition. Staff ask a wide range of questions to extend children's learning and to encourage their problem solving skills, for example questions about colours, numbers, letters and words during everyday activities such as during rolling snack. All children are very happy and settled at the setting. The staff make good use of the information that is shared between them and the parents. They are aware of children's individual interests, although, there are currently no systems in place to identify children's individual learning needs on entry to the setting. The staff use a range of media to gather a clear picture of their individual needs. Staff use observations, photos and discussions with parents.

Planning is flexible for all children and ensures that they are able to progress well, given their ages and abilities. Clear and concise planning ensures planning is adaptable to meet the individual needs of all of the children attending. Clear learning intentions for each of the activities are recorded and are evaluated to ensure the children enjoyed them and that they fulfilled the learning intentions. The staff have a good understanding of the Early Years Foundation Stage. They plan and deliver an imaginative and exciting range of adult-initiated and child-led activities that cover the six areas of learning. The children are allocated their own key person, who undertakes observations of their achievements, which are recorded in children's individual files. Staff are developing systems for using observations to plan for individual children's next steps in their learning; however, not all next steps are dated. As a result, there are missed opportunities to assess

each child's individual progress and maximise learning potential for all children.

Staff provide a free-flow open access to the outside play area. The organisation of the outside area enhances the children's development of their gross motor skills, as they use the range of well maintained large play equipment. Water and sand trays, a book corner, role play area with a hair dressing salon and a good range of large equipment such as, bikes and trikes, enable children to use the outside space in a range of ways. Children who wish to can read stories while getting fresh air and this adaptable attitude towards books enables children to explore them without limiting themselves to a book corner. Staff encourage children to explore their natural world and resources, for example digging with shovels in the dirt pit. The children's fine motor skills are greatly enhanced by the activities they have on offer around the setting both inside and out, across all six areas of learning.

Staff are very calm with the children, and explain everything to them at a level they can fully understand, which results in well behaved children who respond well to praise. Staff have a clear understanding of the importance of the use of positive strategies to support children's behaviour. All staff actively encourage children to share and take turns, and they monitor the children at play to ensure that toys and equipment are used safely and appropriately. Children are carefully supported to learn good basic hygiene skills through the use of effective hygiene routines. Children take themselves to the toilet and wash their own hands, and they are provided with individual paper towels. All children are openly encouraged to wash their hands after they have come in from the garden. This ensures children are protected against cross-contamination and infection. Children help themselves to drinks, which are available while they play. Children's independence skills are greatly nurtured through a well thought out rolling snack process. Staff sit with the children and talk to them about the food they are having and about the benefits of healthy eating. The children cut up their own fruit for snack and the staff give the children healthy choices of milk and/or water to drink. The children also pour their own drinks.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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