

# Limelight Family Learning Centre

Inspection report for early years provision

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**Unique reference number** 511151  
**Inspection date** 02/02/2011  
**Inspector** Pamela Paisley

**Setting address** Goldsmith Community Centre, Castillon Road, Downham,  
London, SE6 1QD  
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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

Limelight Family Learning Centre opened in April 2000. The pre-school operates from a self-contained unit within the family centre in Downham within the London borough of Lewisham. The preschool is directly managed by the Pre-school Learning Alliance Lewisham Branch. Children mainly come from the local area. The pre-school opens Monday to Friday 9.15am to 11.45am and 12.30pm until 3pm (except Friday afternoons) term times only.

All children share access to a secure enclosed outdoor play area. The premises have ramp access and disabled toilet facilities. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children aged from two to under eight years at any one time. There are currently 39 children in the early years age group on roll and 30 children receive funding for early education. The pre-school employs five members of staff, all of whom hold an early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective steps are taken by the setting to evaluate its provision for children's welfare, learning and development. Most areas of learning are well promoted by staff who make the best use of their time to support the children. Children are making good progress in their learning given their capability and starting points. Most records used by the pre-school are well documented, although an accurate record is not always kept of visitors and accident records are not always signed by parents. Children have their individual needs met well by staff who work in close partnership with parents who are encouraged to support their children's learning and development. There is a strong management team in place who have a clear vision and plans for the future are well targeted to bring about further improvements to the setting.

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

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

- provide more opportunities for children to increase their knowledge about the local community
- improve the procedure for recording accidents to ensure that they are signed at appropriate times by parents and maintain an accurate record of visitors on the premises.

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

Children play and learn in an environment where they can move around safely and have easy and safe access to a wide range of toys and play materials that are stimulating and fun. Staff regularly update their childcare knowledge through attending relevant training courses. Children are assigned a key person who ensures that they receive appropriate support in their learning and development. Staff have a good understanding of how to safeguard children. They have attended training courses related to child protection to ensure that their practice is underpinned by a good and up-to-date knowledge of the correct procedure to follow should they have any concerns. Children are able to participate fully because activities are thoughtfully adapted to meet their needs. Staff are strongly committed to inclusion and enthusiastic about undertaking relevant training and support a number of children who speak English as an additional language. The pre-school has a full range of policies and procedures, including one for complaints. These are regularly reviewed, updated and shared with parents. All required records are in place, although an accurate record is not always kept of visitors on the premises and accident records are not always signed by parents.

Partnerships with parents are well established. Relationships are honest, open, trusting, friendly and professional. This helps ensure children are settled and secure. Parents have clear information about the setting and their children's progress through parent open days, regular newsletters and information displayed on a parent notice board. During the inspection parents gave very positive feedback about the service provided. They are very happy with the care and education their children receive. The pre-school have built strong links with schools that the children will attend to ensure progression and continuity of learning and care. Since the last inspection the pre-school have developed the planning of activities to meet the needs of children under three years and increased the variety of play materials to promote children's interests and experiences in problem solving, reasoning and numeracy. There are effective recruitment and induction procedures in place to make sure that experienced and qualified staff work directly with the children. Rigorous risk assessments are carried out to minimise risks to children and the pre-school is well organised so that children are very well supervised within the setting. The pre-school regularly monitor and evaluate the service they provide to maintain continuous improvement and have future plans to develop a parent forum so that they can have a voice and become more involved within the setting.

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

Children thoroughly enjoy their time at the setting and take part in a wide range of stimulating and interesting activities and experiences that effectively support their development and overall learning. Staff use their knowledge of the Early Years Foundation Stage well to identify and plan effectively for children's next steps of

learning. Sand, water, paints and malleable materials are readily available throughout the session so children can experiment and explore with different media. Children have good access to a designated creative area where they can help themselves to a wide variety of materials such as ribbon, paper, glitter, glue, sticky tape and stickers to create their own pictures and collages. Children enjoy taking part in role play and dress dolls, pretend to cook using play food and kitchen utensils and equipment. Dressing up clothes are widely used and children have good opportunities to dress up as their favourite cartoon characters. Physical activities are a part of the children's daily routine. There are a number of outdoor play areas where children can run around, balance on beams, use wheel barrows, bikes, bats and balls. They also have access to indoor halls for physical play, including music and movement. Children are gaining good levels of independence as they make their own choices about the food they eat from the café style snack bar. They choose from fresh fruit, such as apples, pineapple, pears, satsumas and oranges and can help themselves to water or milk if they are thirsty. Children are becoming aware of diversity as they celebrate festivals throughout the year and have access to a wide range of resources, play opportunities and activities, which reflect diversity and acknowledge cultural differences. Children are learning about everyday technology through the use of a computer and a wide range of programmable toys. Children have visited a fire station and have been on annual trips to sea-side resorts, although have less opportunities to learn about the local community.

Children have good opportunities to investigate living things and find out about the life cycle of various minibeasts. They recently learnt about the habitat of snails and the pre-school intend to raise chicks which children will help to look after. Children have their own garden where they grow corn, carrots, pumpkin, cucumber, tomatoes and lettuce. The pre-school have recently introduced the Forest School which is an innovative educational approach to outdoor play and learning. It encourages the use of natural resources, independence, self-awareness and good social communication skills. Some of the children and their parents and staff visited Macaroni Woods to see it in operation. The pre-school have started to develop an outdoor area where children can learn about the natural environment. Children are developing good communication skills and they are beginning to link sounds to letters, recognise their name in print and name and sound letters of the alphabet, and older children are able to write their own names. There are story bags and story tapes that children can use independently and they have good access to books and enjoy listening to stories which they help to tell as they become familiar with characters in books. Children have good opportunities to problem solve and develop their reasoning and numeracy skills through matching games, puzzles, connecting train tracks and dominoes. They are beginning to learn mathematical concepts such as more and less and understand adding and subtracting. Children sing action songs that encourage number recognition. Staff provide good role models for children by being calm and polite. Praise is given freely to children, ensuring that they develop confidence and self-esteem and understand when they have done well. Children respond with enthusiasm to requests for help from staff at tidy up time. They enjoy the opportunities given for taking responsibility at snack time. Children's understanding of safety issues is demonstrated through their play. They remind each other about not running in the setting and take part in regular fire drills to increase their knowledge about emergency evacuation

procedures.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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