

Ladywell Preschool

Inspection report for early years provision

Unique reference number EY357611
Inspection date 17/10/2011
Inspector Claire Parnell

Setting address London Borough of Lewisham, Ladywell Early Years Centre,
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Type of setting Childcare - Non-Domestic

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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

Ladywell Pre-School registered in 2007. It is located in a self-contained unit within Ladywell Early Childhood Centre, situated in the London borough of Lewisham. The pre-school comprises of a main room, a smaller carpeted room, toilet facilities for staff and children and a small kitchen. There is direct access to an outdoor play area.

The pre-school operates Monday to Friday from 9:30am until 1:30pm during term time. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare register. The setting may provide care for 20 children under eight years, all can be in the early years age range. Currently, there are 29 children aged from two to five years on roll. This includes 18 funded children. The pre-school supports children with special educational needs and/or disabilities and who speak English as an additional language. There are four members of staff and all, including the manager, are qualified to level three and above. The pre-school receives support from the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the pre-school strongly meets the unique welfare and developmental needs of children. Children are progressing generally well within the Early Years Foundation Stage, due to staff's interest in their play and staff's skills in extending children's learning within planned play experiences and some routine activities. The pre-school has a good partnership with parents and other agencies. Parents have access to a wealth of information, which helps them feel part of their child's ongoing learning and care. Staff make good use of their connection with the local children's centre to enhance children's experiences. The pre-school has a pro-active attitude towards continuous improvement. Clear and effective systems are used to evaluate strengths and identify areas of improvement.

What steps need to be taken to improve provision further?

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

- make lunchtimes a more active learning experience for children
- extend the use of starting points, individual planning and next steps to further promote individual children's development.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded well. Effective policies, procedures and practices are implemented by staff. Children are kept safe and secure. Staff have up to date knowledge of child protection procedures and how to refer any concerns. Thorough risk assessments for indoors, outdoors and outings are in place. These are accurately documented to show a commitment to children's ongoing safety. Staff have current first aid certificates and appropriate clearance to allow unsupervised access to children. A safe arrival and departure procedure helps ensure children are collected by authorised people known to staff. All required documentation is in place to promote children's well-being and good health, such as a record of accidents and medication administration.

Staff have a very professional and pro-active attitude towards ongoing improvement of the pre-school, which promotes outcomes for children. A very thorough self-evaluation system is effectively implemented, which assesses all aspects of welfare and learning. Through regular monitoring and action taken, improvements have a high impact on the children. Recommendations from the last inspection have mostly been met, by the continuous assessment of planning and assessment systems.

Children freely use a good range of resources, equipment and activities. These are carefully arranged around the room to promote all areas of learning equally. Staff actively use information from training courses to implement new practice. All staff are effectively used according to their skills, knowledge and experience. For example, staff who have completed special educational needs training and have experience of adapting resources for children are given responsibility in these areas.

Overall, children's background information is used well to promote individual learning and care needs. Staff are aware of children's home languages and cultural experiences and use resources to promote positive images reflecting their backgrounds. For example, they have dual language books. Makaton sign language is used to support children who find communication more difficult, for example, children learning to speak English as an additional language. Children celebrate numerous cultural festivals and events. Parents play an active role by bringing in cultural costumes, reading stories and cooking with.

The pre-school has close links within the local children centre, using their facilities effectively. For example, children visit the soft play area to extend their experience of physical play, sensory development and social interaction. Local childminders are a key feature with the pre-school, working together to promote consistent and continuous care and development for children.

The pre-school has good practice for engaging with parents. Parents are helped to feel part of the pre-school through regular parent forums and participating in activities. Information about the pre-school is displayed for parents to see and they receive verbal feedback on their children's care and development. Parents regularly

complete questionnaires. These help the pre-school to monitor their liaison with parents and change practice with their agreement. Parents show their appreciation by making plenty of positive written comments.

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

Children are very settled and happy. They make confident choices and move freely around the room deciding where to play. Staff are deployed effectively for most of the session, offering subtle and sensitive support to challenge children's thinking and learning. However, the lunchtime routine has a more regimented approach and the potential learning opportunities that it could offer are not embraced; instead it is simply a task to ensure that children are suitably nourished.

Children are inquisitive and confidently ask staff questions. The majority of the children are new. Staff aid children's first experience of pre-school by greeting them personally. They listen and respond positively to children's needs and guide them through a familiar routine. Children become engrossed in group discussions, initiated by their play and extended through very effective questioning from staff. For example, children talk about the winter and their love of snow. Staff use a book to introduce the idea of igloos, asking what they are made of and how they stay cold. Children are given plenty of time to respond, confidently relaying their ideas and critical thoughts.

Children are introduced to mathematical terminology throughout their play and every day routines. At snack time, children are asked if there is enough room for them at the table and how many pieces of banana they would like. Children sing number rhymes, using their fingers and learning about more and less. Counting is also used to prepare children for the next part of the session, counting down to circle time. Children thoroughly enjoy mark making with pens at the writing table or freely chalking on boards outside. Children find their name labels and use these to explore the first forms of writing for a purpose by labelling their work. Children become totally engrossed in story time. Staff use very expressive language and gestures to help children gain a total understanding of the plot. This is also related to children's experiences at home. For example, children talk about eating food at home, just like in the story. Children's physical skills are promoted well. Children learn complex movements, such as Hop Scotch. They practise dexterity skills while making control marks with chinks. All these experiences and activities strongly promote children's skills for the future.

Staff get to know their key children well through observing them as they go about their play. They demonstrate a good knowledge of the children's abilities and identify the next steps for their individual learning. They do not routinely get information about children's starting points to aid initial planning and planning does not always take account of the next steps for children's learning. Therefore activities planned do not always offer children sufficient challenge in their learning.

Children's understanding of good hygiene practices is good. They wash their hands

after using the toilet, before eating and after messy play, learning from staff about why this is important. Children take responsibility for clearing away their plates and cups from snack time, placing them in the sink and throwing away any unused food. Children help themselves to water if they want it throughout the session. Children go out to play twice a day, so that they get plenty of fresh air and exercise.

Children's behaviour is exemplary. Children that have attended for longer act as positive role models for the younger children who are new to the setting, showing them to play together. Children learn to negotiate and co-operate with their peers, using timers to encourage turn-taking at activities. Children are confident to confide in staff when someone has upset them and can explain what has happened and how it can be resolved. Staff are quick to recognise these skills and reward them with praise, encouragement and hugs, fostering their self-esteem.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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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