

St. Albans Pre-school

Inspection report for early years provision

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Inspector	Rufia Uddin

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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*.

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Description of the setting

St. Albans Pre-school registered in 2011 and is managed by the Pre-School Learning Alliance. The pre-school operates from a hall in St. Albans Church in East Ham in the London Borough of Newham. All children share access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register. A maximum of 30 children in the early years age range may attend at any one time. The children attend a variety of sessions and the pre-school mainly provides for children in the local community.

The pre-school operates each weekday from 9.15am to 12.15pm during term time only. An afternoon session from 12.45pm to 3.45pm will be offered if there is sufficient demand. There are currently nine children in the early years age group on roll. The staff support children who speak English as an additional language. The pre-school employs five members of staff who all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their learning at the pre-school and are making satisfactory progress from their individual starting points. Staff plan suitable activities to meet their individual needs and provide a warm and friendly environment. Systems are in place to observe and assess children's progress, though the information is not effectively shared with parents. Staff use most policies and procedures adequately to contribute to the service provided, though evacuation procedures have yet to be tested. Although processes are not fully effective, the staff are starting to evaluate their service. They demonstrate the capacity to make steady continuous improvement.

What steps need to be taken to improve provision further?

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

- develop opportunities for parents to be informed about their child's next steps for development and how they be active in supporting this in the home
- develop the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the pre-school that require further improvement
- practise regular evacuation drills so that adults and children know how to leave the premises safely in an emergency.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded because there are generally effective systems in place to promote their welfare and safety. Staff demonstrate a suitable understanding of the child protection policy. Management ensures that recruitment procedures are sufficiently effective to check that staff are suitable to work with children. Staff are well deployed to promote children's safety. Risk assessments are in place to minimise hazards and allow children to play safely. An appropriate fire procedure is in place. However, a fire drill has not been conducted yet and this may impact upon children's knowledge about what to do in the event of an emergency evacuation. The staff have a full range of policies and procedures in place, which are available for parents to view. They also promote engagement with parents by sharing helpful conversations and parents comment positively about the pre-school staff. Regular newsletters and the notice board all keep parents informed and involved. However, parents are not fully informed about their child's next steps for development to help them play a more active role in their child's learning at home. Staff understand the importance of wider partnerships in order to secure support and continuity for the children. They are aware of the need to share information with other early years settings to support children's learning.

The staff promote inclusion adequately by welcoming all families, helping new children to settle quickly and offering additional support where appropriate. Staff have an appropriate understanding of how to support children who have English as an additional language. Staff learn a few key words of the children's first language to help them understand what children say and need. A good range of resources is available to support children's development. These include a wide range that helps to promote children's understanding of equality and diversity. Activities also take place to reinforce this, for example, children enjoy playing with African drums and they celebrate festivals.

The staff display an appropriate knowledge of childcare. However, their systems for self-evaluation are not fully embedded in practice. Staff make links with the local authority to receive support to their learning and development. They also receive suitable support from the management through staff meetings and discussions. Overall, they demonstrate a positive attitude to making improvements.

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

Children enjoy their learning at the pre-school and are making satisfactory progress from their individual starting points. Staff plan varied activities to meet their needs and provide a warm and friendly environment, which challenges the children. Staff have an appropriate understanding of the Early Years Foundation Stage framework, which they are beginning to use to help children progress. Staff are starting to complete observations and assessments that link to the six areas of

learning. They identify children's starting points and plan their next steps. Children have some opportunities to make progress in communication, language and literacy and problem solving and numeracy. They make use of the comfortable book corner while looking at storybooks. Children enjoy hanging up old compact discs to create light effects and they learn about different colours.

Children explore modern technology with laptop computers, telescopes and programmable toys. Children are developing a sense of their own safety and that of others. Staff manage children's behaviour appropriately so that they learn to share, take turns and include each other. Consequently, children enjoy what they do and they benefit from opportunities to make decisions about how they spend their time in the pre-school. Children also feel safe as they have secure relationships with staff. Children who are new to the pre-school receive support and reassurance. This has a positive effect on children's confidence and self-esteem.

Children are beginning to learn about healthy lifestyles. They have access to fresh air and enjoy opportunities to exercise. Children are able to wander between the enclosed outside area and inside whenever they want. Children have an enjoyable time playing outside where they use resources such as bikes and balls to promote their physical development. Children have a suitable understanding of healthy lifestyles and choices. They receive encouragement to wash their hands before snacks and after using the toilet. The use of individual paper hand towels helps prevent the spread of infection. Children benefit from healthy snacks and drinks. They develop social skills as they sit talking to each other and the staff as they have a snack. Generally, children are beginning to acquire appropriate skills and their progress suggests that they are being soundly prepared for future learning needs.

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	2
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

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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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