

Early Bloomers Pre-School

111 Endwell Road, LONDON, SE4 2PE

Inspection date

16/04/2013

Previous inspection date

09/12/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from a welcoming, inclusive environment where they grow in confidence and independence.
- Children have positive relationships with staff and each other. Staff gather detailed information about children before they start and respond sensitively to children's individual needs and routines.
- Staff work well with parents and keep them appropriately informed. They use effective systems for communication, which ensure that parents are involved in their child's learning.

It is not yet good because

- Staff do not yet consistently identify the next steps in learning for children under two years of age and use these to plan challenging activities to build on their skills.
- Staff do not always involve children in a wide range of outdoor play opportunities to support their learning across all areas of the curriculum.
- Staff do not organise some resources effectively to encourage younger children to choose play materials for themselves, or to create attractive book areas for older children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in indoor and outdoor activities and during mealtimes and care routines.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, planning, improvement plans and staff suitability records.
- The inspector looked around the premises and outdoor area.
- The inspector took account of the views of parents by speaking to them at the setting and reading completed parent questionnaires.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Early Bloomers Pre-School is run by A-Class Education Ltd and was registered in 2007. It operates from the first floor of a converted building in Brockley, within the London Borough of Lewisham. Children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It offers a nursery for children in the early years age range and out of school care for children aged up to 11 years. The nursery provision is open each weekday from 8am to 6pm for 51 weeks of the year. The breakfast club runs from 7.30am to 9.15am and the after school club from 3.30pm to 6pm during school term times only. A holiday play scheme operates from 8am to 6pm during school holidays. There are currently 61 children in total on roll, 22 of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities and those who are learning English as an additional language.

There are seven members of staff who work directly with the children in the early years age group, all of whom hold appropriate early years qualifications. The setting receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve assessment and planning for children under two years, making sure that next steps in learning are consistently identified and promoted to build on each child's individual needs, interests, and stage of development.

To further improve the quality of the early years provision the provider should:

- plan a wider variety of outdoor play activities, so that children regularly take part in outdoor experiences across all areas of learning
- review the organisation of resources to provide children under two years with opportunities to select play materials for themselves and to create an attractive, accessible book area to encourage older children to relax and share stories.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff get to know children well and are sensitive to their individual needs. They gather detailed information about each child's background and starting points before they begin at the nursery. For instance, they ask parents to fill in registration forms and talk to them during settling in visits. Children take part in an appropriate balance of experiences over the course of the week, with a mix of adult-led and child-initiated play and a suitable range of activities during large group sessions. Staff plan group activities, which help children learn something new or enable them to repeat favourite stories and songs. Staff make regular observations of children's achievements. In the room for older children, they use these observations well to identify next steps for children's learning and plan a variety of activities that help them make steady progress overall. However, staff do not yet consistently identify and review the next steps for younger children's learning. This means that although staff provide a range of resources and experiences that younger children enjoy, activities do not always effectively build on their skills to support their progress. This is a breach of requirements.

Older children learn useful skills and attitudes that prepare them well for the next stage of learning and for school. They listen attentively to staff during group times, speak confidently and find their own coats when it is time to play outside. Staff support children's language development appropriately, including children who are learning English as an additional language. They ask questions to encourage conversations and make children think. They also use familiar words, signs and books in other languages to promote children's communication and language skills. Staff provide opportunities for children to make marks as they play. Younger children use crayons to draw on big sheets of paper and staff encourage older children to practise writing their names to develop their early writing skills. Older children enjoy listening to a favourite story at circle time, remembering the familiar words and phrases. However, staff do not organise books effectively to create a cosy area where these children can relax and share stories. Staff make use of everyday routines to encourage young children to count and explore shape and space as they find the right piece for their puzzle. Older children share out the play food making sure everyone has the same amount. They recognise significant numbers, such as their age. Staff plan some interesting opportunities for children to learn about the wider world, such as an outing to a local museum. They encourage them to experiment and investigate, asking them to guess how a colour will change if they add more paint during messy play. Children have active imaginations. Both younger and older children enjoy making dinner in the home corner or drawing and creating pictures. Older children join in with songs enthusiastically and younger children move their bodies to music, having fun making their own sounds with a tambourine. Children enjoy both indoor and outdoor play each day. Staff plan a sound variety of outdoor activities to support children's physical development. Children balance carefully along a soft shape obstacle course or have a turn on a bike. However, staff do not yet regularly plan outdoor opportunities across all areas of learning, to support the development of those children who may learn better outside.

Staff keep parents well informed about their children's progress on a day-to-day basis

through daily feedback sheets. There are regular opportunities to discuss children's progress as well as annual written reports and the required progress checks for children aged two years. This helps ensure parents are appropriately involved in their child's learning.

The contribution of the early years provision to the well-being of children

Children throughout the nursery have good relationships with staff and each other. They come into their room happily when they arrive. An effective key person system means that younger children benefit from consistent carers. Staff make sure they follow familiar routines from home when children start. This helps children settle quickly and promotes their physical and emotional wellbeing. Children respond well to the calm, consistent approach of staff and overall they behave well. They quickly become familiar with the routines and expectations of the setting, sitting quietly at circle time or lining up to go outside.

The nursery is welcoming and suitably equipped. Resources for older children are organised so that they can easily select things for themselves. As a result, they grow in independence and confidently initiate their own play. Younger children, however, generally play with the toys and activities that staff set out for them. Most resources are not stored at their level to encourage them to be independent and choose things for themselves. Staff make daily checks of the premises and outdoor area and take appropriate steps to reduce any hazards. For instance, they make sure that broken equipment from the outdoor area is removed as soon as possible. Staff are vigilant about supervising children at all times, making sure that they are with them in the creative room and are aware when they are using the bathroom. Children gain an understanding of risks and how to keep themselves safe when they remember that they must not run inside because they may fall over. They take part in regular fire drills so that everyone knows what to do in an emergency.

Staff promote children's good health appropriately. Children learn to manage their own personal needs when they wash their hands before they eat and wipe their face afterwards. Staff follow careful procedures for changing nappies such as wearing aprons and gloves, which help minimise the risk of cross-infection. Children benefit from suitably-balanced meals and snacks that are freshly prepared on the premises and meet their nutritional needs. For example, they enjoy spaghetti bolognaise for lunch and crackers or fruit at snack time. They also enjoy options, such as pizza, sandwiches, crumpets or beans on toast for tea. Younger children begin to feed themselves with spoons and older children manage their forks competently. All children play outside every day as part of a healthy lifestyle, enjoying the fresh air and exercise.

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

Suitable arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that all staff are appropriately vetted and qualified. Staff understand their responsibilities towards the children in the nursery and know what steps to take if they have child protection concerns. The management team monitors staff performance through supervision and regular appraisals and staff have opportunities to attend local training courses to update their knowledge and skills. This means that staff receive appropriate training and support to carry out their roles and meet the needs of the children. All the required paperwork that promotes the smooth day-to-day running of the setting is in place.

The management team are committed to continually developing the nursery. They monitor and evaluate the service and take appropriate steps to address most of the areas they identify for improvement. For instance, staff have had recent training relating to assessment and planning. This helps to ensure that they have a satisfactory understanding of the learning and development requirements overall and mostly monitor children's progress appropriately. However, they have not yet fully implemented the new planning and assessment systems for younger children. The management team have also developed the provision for children with special educational needs and/or disabilities. This ensures that there are clear systems for working in partnership with other professionals where needed to provide appropriate support for children.

Staff have good relationships with parents and welcome them into the nursery. Parents comment that staff are friendly and approachable and they are happy with the care they provide. Parents have access to a wide variety of information about the nursery through newsletters, the notice boards and regular meetings. Staff also share information with other settings that children attend as appropriate, to ensure they experience a consistent approach to their learning and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY346159
Local authority	Lewisham
Inspection number	910024
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	61
Name of provider	A-Class Education Ltd
Date of previous inspection	09/12/2010
Telephone number	0208 6942600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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