

Ladywell Preschool

London Borough of Lewisham, Ladywell Early Years Centre, 30 Rushey Mead, LONDON, SE4 1JJ

Inspection date	13/06/2013
Previous inspection date	17/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good and children make good progress from their starting points.
- Partnerships with parents is strong. Special groups, such as the fathers breakfast club means that all parents are included in the life of the pre-school.
- Assessments are used well to track children's progress and plan for their individual needs.

It is not yet outstanding because

- Children who are learning English have few opportunities to use their home language during play.

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 activities involving children and staff.
- The inspector spoke to parents to ascertain their views about the pre-school.
- Documentation was sampled to evaluate the effectiveness of assessments.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.

Inspector

Debra Davey

Full Report

Information about the setting

Ladywell Pre-School opened 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 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 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 31 children on roll and funding for free nursery education is provided for three and four-year-olds. 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.

What the setting needs to do to improve further

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

- enhance opportunities for children to experience and use their home language during play.

Inspection judgements

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

Children make strong progress from their starting points because staff plan and offer activities that support and challenge their skills. Inventive and creative adaptation of play resources helps children to become involved in one activity for a significant period of time. For example, using blocks of coloured ice in the water tray encourages children to search for the toys frozen inside, by pouring warm water on to melt the ice. This helps children to learn about temperature and change. They sort the toys into groups of larger and smaller animals, learning to sequence and count. All children make recognisable marks on paper and many can write their names in preparation for school. They learn these skills in everyday activities, for example, using clip boards to record their findings, when hunting for bugs in the garden. They delight in learning about the natural world and staff support children well as they explore and find things out for themselves. The good quality of teaching in the pre-school helps all children make progress.

Staff get to know children well and the assessments for children's learning are accurate and rigorous in planning for children's next steps. Assessments are also used well to

identify and address any additional help children may need, working with other professionals and parents to meet children's individual needs. As a result, support for children is quickly identified to help children to make maximum progress in all areas of learning.

Children develop their own ideas and strategies for doing things through freely selected play and games. They enjoy the company of their friends and are encouraged to choose from a good range of resources. Staff are always nearby to support and extend the play activities which makes learning fun. There are opportunities for children who are learning English to share key words from their home language but this is not extended to play situations. Children learn about difference, the natural world and mathematical concepts through fun activities designed to foster their natural curiosity. They explore happily with the support of staff and are learning to understand the world through purposeful play. They show emerging independence and self-awareness which helps them to prepare for school.

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

The pre-school is bright and inviting for children. It is well resourced and toys and materials are accessible. Children greet their friends and eagerly start to play with activities when they arrive. The setting is safe for children through good procedures. Effective use is made of checklists and risk assessments to reduce hazards. Children feel safe because staff teach them safety rules, for example, when playing outside and using the gardening tools. As a result, children behave well and show considerations for others. They form secure friendships and this contributes significantly to their sense of well-being.

The setting uses a key person system which means that all children have a special member of staff who monitors their progress. Effective partnership working further supports children, for example, when planning for their personal needs and requirements. Parents are well-informed about their child's progress and know who their key person is for their child. All parents are included, for example, there is a fathers group to get fathers involved and promote positive male role models for children. Staff plan for outdoor learning. The outside areas are well used for children to develop their physical skills and understanding of the world. Children enjoy daily outdoor play to exercise their muscles, climbing and balancing on a good range of outdoor equipment. They have planted and are growing their own vegetables to help them learn about nature and good nutrition. This healthy approach to active learning supports children in developing the necessary skills to help them keep healthy in later life.

Meals and snacks for children are healthy and they self-select from fresh and dried fruit, bread sticks and drinks of milk or water. Snack time is an enjoyable and sociable time for children because they choose when they want their snack and who they sit with. Lunches are freshly prepared in the children's centre and children have hot cooked meals such as lasagne or jacket potatoes. Children learn to use the bathroom independently. Older children wash and dry their hands using soap before meals without being reminded. This

means that they learn how to be healthy and are kept safe through good routines.

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

Staff have a clear understanding of the learning and development and welfare requirements within the Statutory Framework for the Early Years Foundation Stage. They have full understanding of child protection matters and the signs and symptoms that would cause concern. Staff are up to date with local procedures and have a clear policy for safeguarding which is shared with parents. This means that children are protected well because adults understand what to do if they suspect that a child is at risk from harm.

Training for staff is planned through the programme for supervision and appraisals. This supports their professional development and ability to help children learn and stay safe. The educational programme is monitored by the manager and profiles are completed regularly to provide a clear picture of child progress. This information is used well to plan for individual children. Good use of assessments to monitor child progress means that staff can share ideas for planning and implement a full programme which covers all areas of learning. Staff carry out specialist assessments such as the two year check and working with other professionals to identify additional needs. This means that children receive early intervention and support so that they are not disadvantaged by the time they move on to school. Partnerships with parents are good and all parents spoken to during the inspection are very pleased with the quality of the service and the dedication of the staff team.

The manager has updated her skills through recent higher professional training. This means that she is able to lead her team to good effect. Arrangements for self-evaluation are in place. This ensures that the pre-school practice meets all requirements to a high standard. For example, they are currently working on a project to introduce a forest school to enhance the settings ability to provide quality and robust outdoor learning experiences for children. Established partnerships with local schools, the children's centre and the local authority are in place and highly valued in planning for improvements.

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	EY357611
Local authority	Lewisham
Inspection number	920615
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	31
Name of provider	Pre-School Learning Alliance
Date of previous inspection	17/10/2011
Telephone number	07896 761467

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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
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M1 2WD

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