

Winston Way Children's Centre

Winston Way School, Winston Way, ILFORD, Essex, IG1 2WS

Inspection date	09/09/2014
Previous inspection date	08/12/2010

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

- New children settling in demonstrate a sense of belonging, and they have developed good relationships with staff.
- Staff create a warm, friendly and welcoming environment and as a result, parents feel confident leaving children in their care.
- There are effective processes in place to enable parents to contribute to children's learning and to share information about children's learning and development.
- Staff obtain useful words in children's home language to effectively maintain communication and enable children to be familiar with the routine of the day.
- Children enjoy daily outdoor play with their friends and staff, which helps them to develop a healthy lifestyle.

It is not yet outstanding because

- Printed resources in children's home language and those of others are not always displayed at their level so that it enhances their understanding of the various cultures and languages in the wider community.
- Staff do not always use practical situations to help children model some aspects of mathematics to promote their learning.

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.

Inspection activities

- The inspector observed children's play, indoors and outside.
- The inspector sampled documents including children's development records, policies and procedures.
- The inspector discussed the pre-school's self-evaluation.
- The inspector had ongoing discussions with the manager and coordinator throughout the inspection and invited the manager to undertake a joint observation.

Inspector

S Campbell

Full report

Information about the setting

Winston Way Children's Centre Pre-school opened in 2010 and is managed by the Pre-School Learning Alliance. It operates from a large open plan room within Winston Way Primary School and Children's Centre building, in Ilford in the London Borough of Redbridge. Children have access to an enclosed outdoor play area.

The pre-school is open each weekday for sessional care from 9am to 12pm and from 12.30pm to 3.30pm term time only. The children attend for a variety of sessions. The pre-school is registered on the Early Years Register. There are 43 children on roll in the early years age group. The nursery receives funding for the provision of early education for two-, three- and four-year-olds. The pre-school currently supports children who speak English as an additional language and who are bilingual.

There are nine members of staff, all of whom hold appropriate early years qualifications. The pre-school receives support from the local authority and 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:

- strengthen children's understanding of their own cultures and faiths, and those of others in the community by, for example, displaying signs and labels in children's home languages
- develop opportunities to help children count, identify size, shapes and quantities in everyday routines to promote their mathematical learning and development.

Inspection judgements

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

Children are cared for in an environment that allows them to feel assured and comfortable in their surroundings. New children receive help from their key person to support their transition from home to the pre-school. Staff ensure they are within children's sight until they demonstrate confidence to explore their environment with minimal support. Children attending the setting are from varying cultural backgrounds and staff use their professional expertise to communicate with children and their families in a variety of languages, for example, Bengali, Hindi, Urdu, Arabic and French. Staff work well in partnership with parents to obtain key words in children's home language and picture symbols are used to aid communication. This helps children gain an understanding of the daily routine, and what is going to happen next. Staff display themes and using text in

both English and some children's home language. However, they are not always displayed at children's level so that they are able to affectively see print and script that are familiar to them and those of other cultures within the wider community.

Children use some mathematical language in the correct context. They inform staff that they are 'half and an old'. Others enjoy making a birthday cake for their mum with five candles while playing with modelling dough. Staff challenge children's thinking by counting the candles with children, and then they illustrate the number five by showing staff five fingers. While playing on ride on cars with their friends they confidently talk about how they are going to move around the outdoor play area, for example, in circles. However, staff do not always use everyday situations to support children's understanding of number, shape and simple additions to effectively support this aspect of children's understanding and learning.

Children's learning and development is supported well given their starting points. From the outset, staff work in partnership with parents to obtain useful information about what children can do, their likes and dislikes. In addition, during children's settling-in period staff undertake observation and assessments to help them plan for children's future learning, and plan activities to meet their individual needs. A home link process is in place to help parents contribute and share information with staff about children's learning at home. This information is included in children's 'special books', which aids children's learning and development.

Children enjoyed playing with magnetic letters and took time to place them in a row on a large scale board in the outdoor area. While they did so they happily sung the alphabet in the correct sequence, which demonstrates children's interest in print in their environment. Children benefit from engaging in story time sessions with their friends. Staff read stories that are in dual languages, and children show an interest in the illustrations. This helps children to gain a good understanding that print carries meaning. Children enjoy imitating a range of animal sounds because staff use their skills well to make story time interactive. Other children take pleasure making cards for their mummy, and children's drawings are displayed showing that they are making connections with the marks they make. For example, children draw recognisable pictures of their family. Children's interest in books and print are effectively encouraged by staff to encourage early reading skills. This is because a good range of age appropriate books are readily available both indoors and outdoors. A book lending library is in place so that children's learning is extended at home.

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

The key-person system works well to ensure children's transitions and individual needs are met. Children demonstrate they are familiar with the routine enabling them to develop a strong sense of belonging. Children automatically obtain a chopping board so that they can cut their fruit at snack time. This demonstrates children's confidence in their new surroundings. Staff consistently interact during children's activities to support their learning and settling in. Children are encouraged to choose what they would like for snacks, and less able children are supported by staff to pour their own drinks. Therefore,

children's independence is effectively promoted in everyday routines.

Children are well behaved and while they play well in group situations staff use gentle reminders to encourage children to share the resources. This helps children to learn good social skills. Staff praise children frequently, promoting their self-esteem. Children excitedly showed staff the card they made for their mummy, and in response their achievements were celebrated by staff's acknowledgement, enabling children to feel proud. Staff use effective processes to help them to identify and monitor triggers that may possibly contribute to children's unwanted behaviour. Additionally, they are aware of the importance of working in partnership with parents and external agencies so that a consistent approach is in place.

Children benefit from the free-flow indoor and outdoor play to promote a healthy lifestyle. They are able to take safe risks while using large equipment and experimenting with their movements. Staff hold children's hands while they walk along low-level balancing beams and to guide them. Children show increased skill while rolling large tyres on their side from one end of the outdoor play area to the other. Others enjoy playing on ride cars with their friends and sharing ideas about how they will move around, for example, in circles. Snack time is a social occasion and staff talk to children about the benefits of healthy eating. For example, staff explain to children that carrots are good for their eyes. Children use two hands while playing with scissors to cut the modelling dough. Staff are well deployed and children are supervised while they gain an understanding and confidence in using a range of tools and equipment to promote their safety. Staff use gentle prompts to remind children to sit down while playing with scissors, enabling them to develop an understanding of their own safety and that of others.

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

Children are cared for by a staff team that create a welcoming environment. Staff work well as a team, and this helps new and prospective parents to feel relaxed and at ease. Staff interact well with their colleagues, children, parents and visitors. This contributes to the friendly environment they provide. Children's well-being is promoted because they are cared for by staff who are suitably qualified and vetted. Through the effective use of appraisals, individual supervision and discussions, staff are actively encouraged to attend training to support their roles and professional development.

Staff have attended ongoing safeguarding training which supports their knowledge and understanding of child protection issues and procedures. This includes the procedures to be followed in the event an allegation is made against staff. Additionally, the importance of liaising with appropriate authorities and notifying Ofsted of significant events effectively promotes children's welfare. Relevant documentation is in place including policies and procedures to guide staff's practice and support children's well-being. Children are safeguarded because staff demonstrate confidence in exercising both the whistle-blowing and complaint procedures so that children are cared for in an environment that meets their individual needs. Staff demonstrate they have a sound understanding of the learning

and development, and safeguarding requirements, which promotes children's care, learning and safety. Children are cared for in a safe environment because staff undertake daily and hourly risk assessments.

Although there are currently no children attending the setting with special educational needs and/ or disabilities, staff demonstrate a good understanding of the importance of working with external agencies, parents and professionals involved in children's care to support their care and learning. This promotes an inclusive environment and equality of opportunity. Parents, including those who are settling in new children, show that they are comfortable. They speak favourably about their experience being positive and lovely so far. In addition, the useful information children's key person obtains means they are informed about the children's likes, dislikes and things that may upset them. This supports good foundations for effective partnership working.

Since the last inspection staff have developed a culture of reflective practice to enhance the learning environment for children. A home link communication book has been put in place so that parents can contribute to children's learning and development. Additionally, children take it in turns to take 'Sandy' the bear home so that they can share their experiences and events with their friends and staff, for example going bowling and visiting the park. There are effective processes in place for observation and assessments. Staff set realistic targets to support children's next steps in learning. Staff receive support from management and are working towards enhancing the provision for children aged two with funding from the local authority. Staff are working towards further developing the indoor play space so that it is more accessible to children and the outdoor area to house a mud kitchen and an improved planting area. This promotes good outcomes for children's learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY373809
Local authority	Redbridge
Inspection number	984273
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	43
Name of provider	Pre-School Learning Alliance
Date of previous inspection	08/12/2010
Telephone number	0208 4785626

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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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