

Leytonstone Community Pre-School

Leytonstone Methodist Church, Lister Road, Leytonstone, London, E11 3DS

Inspection date	29/11/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 key person system is effective, and children therefore feel safe and secure.
- Partnerships with parents, carers and other professionals are strong. This supports children to make good progress in their learning and development.
- Children are motivated and eager to learn. They show good levels of curiosity and imagination, and are confident and self-assured.
- Staff work well together as a team, creating a stimulating, fun and nurturing learning environment for the children.

It is not yet outstanding because

- Some children do not always display high levels of self-control during activities and in social situations. As a result, at times this negatively affects the younger 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and garden.
- The inspector spoke with the staff and children.
- The inspector took account of parents' and families' views by speaking with them on the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of paperwork including policies, the risk assessment, children's development records and all relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Leytonstone Community Pre-School has been in operation as a pre-school for many years, and re-registered in 2013. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is managed by the community management committee. It operates from a large church hall in Leytonstone Methodist Church, in the London Borough of Waltham Forest. The pre-school serves the local area and is accessible to all children. There is an enclosed garden available for outdoor play.

The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including the manager who holds Early Years Professional Status. The pre-school opens Monday to Friday, school term time only. Sessions are from 9am until 12 noon and 12.30pm until 3.30pm. A lunch club operates from 12 noon until 12.30pm daily. Children attend for a variety of sessions.

There are currently 33 children on roll in the early years age group. The pre-school is in receipt of free early education funding for children aged two, three and four years. It supports children who speak English as an additional language, and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- provide opportunities, activities and experiences for children to recognise and manage their feelings and behaviour to enable them to consistently understand and respect the feelings of others.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a secure knowledge of how children learn through play, and the quality of teaching is good. They have high expectations for the children in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation. Staff closely monitor children's progress through focused observations and assessments, and use this information to accurately identify the next steps in children's learning. This knowledge, together with staff's secure understanding of children's interests, likes and dislikes, informs careful planning to promote individual children's progress. The key person confirms children's particular interests through regular discussion and feedback from

parents. As a result of successful planning, children are motivated and eager to learn, and any gaps in their learning are quickly identified and supported.

Parents are actively involved in the life of the pre-school and form the management committee of the pre-school. They freely give their time to contribute their skills and expertise. Parents take part in events and celebrations and provide resources to demonstrate aspects of their cultures to the children. Parents are involved in the initial assessments of children to identify their starting points and they receive regular information about their children's continued progress. Staff and parents share the children's progress check at age two, and individual education plans, which also feed into individual children's planning. As a result, all children, including those learning English as an additional language and with special educational needs, make good progress.

Children's communication and language development is very well supported in the pre-school. Literacy development is promoted effectively as the pre-school operates a lending library, and staff bring in their own books from home to share with the children. Children are encouraged to bring their books from home to share with their friends. Mathematical development is promoted securely throughout the pre-school including the garden. Children learn to recognise numbers as they are used in everyday activities. For example, bean bags and balls in the garden are numbered and children search for their number until they find the right one. Children whizz around on wheeled toys and climb on the apparatus outdoors, which promotes their large physical skills effectively. They use their imagination well as they pretend to sail in a boat to a well known theme park and play at being superheroes. Children learn many skills when they make their own cornflour and water mixture. They use their hands to mix and swirl the mixture together. Staff extend their vocabulary by introducing words such as 'gloopy', 'sticky' and 'runny'. They find out how substances can change, for example, when they pour water onto cornflour and discover how mixing in different colours of food dye can change its appearance.

Children are well prepared for the next stage in their learning and the transition to school. They develop a love of books and reading. Staff provide children with many opportunities to independently practise the skills they will need for the future.

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

The well-embedded key person system ensures that children feel safe and build strong relationships. Successful settling-in procedures support children to form secure attachments. Children can bring in their own personal belongings and find a safe place to keep them in a pocket bearing the first initial of their name. This supports them emotionally and helps develop their early reading skills. Children generally behave well in the pre-school. However, on occasions some of the older children's interaction with younger children is not kind or appropriate, which results in young children feeling unhappy. Staff supervision of children, however, is good and there is always an adult ready to reassure and comfort. Staff are good role models, and lead by example. They use frequent praise and encouragement to raise children's self-esteem and to encourage positive behaviour.

Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imagination. Resources are of good quality and easily accessible to all children. Activities are age appropriate and arranged according to the developmental needs of the children attending. Healthy eating is promoted by the provision of fruit at snack time. Children learn to be independent as they cut up fruit, serve their own food and pour their own drinks. They manage their own care needs well, learning the importance of washing their hands before eating and after messy play, or using the toilet. The garden area enables staff to provide a variety of learning experiences to increase children's understanding of the world. They dig in the soil and plant flowers and count the spots on a ladybird. Weather does not hinder children's play outdoor as with appropriate clothing, they play outside all year round.

Children's safety is of paramount importance to the management committee and staff. All visitors are required to sign in and out and their attendance is monitored. External doors and gates are kept locked. Thorough risk assessments are carried out every morning and staff are vigilant throughout the day, which helps to ensure that all hazards are minimised or eliminated. Children learn to keep themselves safe as the staff remind them to walk and not run when inside. The pre-school carries out regular fire drills to ensure that all children and adults know what to do should an emergency occur. When the time comes for children to move on to school, staff ensure they understand the social skills of sitting still and paying attention. They have high expectations of the children enabling them to be confident, capable and independent, and emotionally ready for the next stage in their learning.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are very well qualified and are skilled in producing good outcomes for children. All the necessary documentation for the safe and efficient management of the pre-school is in place. Staff carry out robust risk assessments to minimise hazards and make sure the premises are secure. As a result, children can play and learn in safety. There is a clear safeguarding policy, including a policy on the use of mobile phones and cameras, to ensure staff protect children. Children are effectively protected because the staff and management committee undertake relevant training. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being. There are rigorous recruitment and induction procedures and all staff have undergone the necessary background checks to ensure they are suitable to work with children. Students in the setting are also vetted and receive the support of a mentor.

Good information is gathered from parents about children's individual medical or dietary needs, with effective measures to ensure children do not come into contact with foods they are not permitted. Staff have undertaken first aid training so they can deal with minor injuries should the need arise. They track children's progress to ensure that any

identified gaps in children's learning are quickly closed. Any concerns regarding children's development are discussed with their parents and appropriate measures for intervention put in place through close and effective partnerships with other professional agencies. Children with identified needs receive very good support, with staff working closely with parents and other professionals to ensure children make the best possible progress. Parents play a major role in the pre-school and they feel valued by staff. Parents' give glowing reports of the pre-school staff and have extremely positive views about their children's development and progress. Parents know they are welcome in the pre-school at any time to speak to the key persons if they have any concerns or want to know anything about their child's development.

Staff are well supported by the manager who closely monitors their practice and the effectiveness of the educational programmes. Children's progress is closely analysed by the key persons to ensure all children achieve their full potential. All staff undertake frequent training in order to continue to develop their knowledge and skills. Staff meetings are held to discuss planning, training and evaluation. Rigorous self-evaluation identifies the strengths and weaknesses of the pre-school and demonstrates clear targets for improvement. Consequently, there is a very strong capacity for continuous improvement at the pre-school.

The Childcare Register

The requirements for the compulsory 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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY462769
Local authority	Waltham Forest
Inspection number	925119
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	48
Number of children on roll	33
Name of provider	Leytonstone Community Pre-School
Date of previous inspection	not applicable
Telephone number	0208 988 1019

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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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