

Penrhyn Pre-School

Inspection report for early years provision

Unique Reference Number	153682
Inspection date	27 September 2006
Inspector	Sandra Wickham
Setting Address	19 Priory Court, Walthamstow, London, E17 5NB
Telephone number	020 8527 0405
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Registered person	Penrhyn Playgroup
Type of inspection	Integrated
Type of care	Full day care, Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Penrhyn Childcare Centre has been operating at its current premises since 1997 and was registered under Ofsted in 2002. The setting has been operating for 32 years, in Walthamstow, London borough of Waltham Forest. It is a registered charity run by a parents committee. Children attend various sessions at the nursery throughout the week and are drawn from a wide catchment area and the local housing estate. The hours of attendance vary to suit the working needs of their parents. The setting is situated within a large purpose built building, which consists of one large room split to provide two smaller units with a fully enclosed outdoor garden and a separate play room and garden for the under two's.

The centre operates each week day for 50 weeks of the year from 08:00 to 18:00 for babies from six months old to young children up to five years. The centre also offers extended day care for children aged two to five years, and provides after school care from 15:00 to 18:00 week day during term time and a holiday playscheme during school holidays from 08:00 until 18:00. The centre is shared with an after-school facility; the setting also provides a parent and toddler group one afternoon a week.

There are 30 children who receive funding for nursery education 25 are three year olds and the rest are four year olds. There are currently 39 children on roll. The centre serves the needs of the local community and a number of children with special educational needs. The centre also supports children with English has a second language.

There are 10 staff are employed to work at the centre. All staff hold or are working towards the Diploma in Pre-school Practice (DPP); or the National Vocational Qualification (NVQ); Early years Childcare and Education level 2, 3 or 4. Staff receive support from an advisory teacher from the Waltham Forest Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning the importance of good personal hygiene through well organised routines and daily practices carried out. For instance, children automatically use the soap dispenser to wash their hands before eating and after using the toilet. Good health and safety procedures are implemented effectively and consistently by all staff to maintain high standards of hygiene throughout the premises. Children are well protected from infection because there are good written policies which are well implemented by staff.

The children benefit from a balanced healthy diet. Staff have a good understanding of promoting healthy eating well by offering children a varied, healthy diet, which include foods from different cultures. Children are actively encouraged to develop an understanding of their own needs with regards to food and drinks. For instance, children confidently prepare their own choice of fruit snacks, and automatically collect their own cup, plate and knife then tidy away their own utensils when they are finished eating at the table. Children independently help themselves to water throughout the day from the drinking fountain in the play room. Special dietary requirements are complied with and this ensures children remain healthy.

Children benefit from a wide variety of energetic physical play experiences. Children have daily opportunities for outdoor play throughout the year and can enjoy running, climbing, peddling and kicking. Children show good control and co-ordination whilst using the climbing frame and throwing the baseball into the high net. Children enjoy taking part in the music and singing sessions, which are well organised by enthusiastic staff who interact well with the children and encourage them to participate.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, bright and comfortable environment. The good organisation of toys and equipment means that children move around safely and independently to access available resources, which are positioned appropriately at children's height in all group rooms. Children enjoy playing with a wide range of good quality activities and resources that meet safety standards requirement and aid children's development.

Children are cared for in a safe and secure environment. Good security systems are in place for the safe arrival and departure of children and to protect children from unwanted visitors. An area discussed was inconsistencies when a very small number of children appeared to have been over looked by staff, and left to their own devices, for a short period before encouraged to

join their group. This compromises children's welfare. There are procedures in place for carrying out risk assessments to protect children from potential hazards. Children are developing a good understanding of fire safety because they have regular opportunities to practise fire evacuation procedures and through group projects.

Children are well protected by staff who have a clear understanding of how to implement the setting's child protection policies, which are in line with the London Child Protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

The children are well settled into the nursery and receive good individual attention from staff. Children enjoy each other's company and play harmoniously together in mixed age groups. Children are given good opportunities to initiate and extend their own play. Staff demonstrate good skills in striking a balance between child led and adult led activities. Children are given encouragement and support by staff. This increases children's sense of wellbeing and makes them feel secure. All children attending the setting enjoy playing with a wide variety of stimulating activities, which helps them to make good progress in all areas of their development.

Staff have a sound knowledge and understanding of the Birth to three matters framework and use this very well to support the needs of children under two years and to progress towards the next stage of their development.

Nursery Education

The quality of teaching and learning is good. The children are making good progress towards all of the early learning goals. Staff have a secure knowledge and understanding of the Foundation Stage and use this to good effect to plan a stimulating learning environment for all children. Staff use the good information that they receive from parents, and obtain from observations and assessments to promote children's individual learning.

Children have good relationships with their peers and play harmoniously together, they co-operate well and enjoy talking together. For instance, whilst playing with the train set, children engage in long conversations about having been on a train ride with their mum. Children are developing a strong sense of right from wrong, behave well and are fully aware of what is expected of them. For instance, when brought to staff's attention children are encouraged to take responsibility for their actions and apologise if they hurt another child. Children respond well when given instructions to complete activities, or to get ready for lunch time.

Children have good opportunities to develop their creative skills through arts and crafts, such as, easel painting, mixing up their own paints and cutting and sticking. Children enjoy the imaginative play activities and many of them engage in role-play and demonstrated their independence, by trying on various dressing up clothes and choosing clothes for their dolls to wear. Children show interest in exploring textures as they play with the wet sand. They confidently differentiate between a variety of colours whilst mixing their own paints. Children demonstrate great excitement when participating in singing nursery rhymes with the musical instruments in the garden.

Children are developing a good understanding of mathematical concepts. Although more opportunities for children to practise problem solving, including simple addition are planned for, there is a lack of opportunity for simple calculation involving subtraction during daily

activities. Children are developing a good understanding of other cultures by celebrating a wide range of festivals. They are encouraged to develop a broad understanding of other cultures through healthy eating projects such as tasting foods from other countries, and themed activities. Children talk about the world around them as they share experiences about going on a train journey. Staff provide good opportunities for children to extend their thinking, when talking about everyday things. Children confidently use other forms of everyday technology such as a camera, micro wave and a cash register.

Children have good communication skills and talk confidently to each other in large and small groups. During the music and movement session children confidently join in singing a range of songs whilst enjoying playing the musical instruments. They are developing good writing and reading skills. They understand how letters link to words by finding their name plates on arrival. They are also developing a healthy interest in books and enjoying stories; they listen with interest when stories are read to them. They independently choose books and sit and read to themselves. Staff encourage children to participate in re-telling stories.

Helping children make a positive contribution

The provision is good.

Children have a sense of belonging when they talk about their experiences with each other. Children eagerly take part in a variety of cultural traditions which helps them to develop a positive attitude and respect for others. Children's self-esteem is fostered well by staff giving them individual attention and encouraging them to be independent. Children with special needs receive good support from staff because they work closely and effectively with parents. The children are developing a good understanding of what is right and behave well with support from staff. Children play harmoniously together and are encouraged to develop an appreciation of music and dance. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnerships with parents and carers are good, and ensures children are well settled. Children experience consistent care due to good communication systems which are in place with parents and staff. The parents and staff meet at the beginning of children's attendance, to share information about children's daily routine and where they are at in their development. Staff use this information to help plan children's progress.

Organisation

The organisation is good.

There are good and effective recruitment procedures in place which ensures that staff are appropriately vetted and suitability qualified. The manager continues to develop consistency, within the staff who work well together as a team and are deployed to ensure that children are not placed at risk. All policies and procedures are in place and are implemented well by staff. Records on children and staff are securely locked away.

Leadership and management of the pre-school is good. There is a strong commitment to develop the provision by acknowledging the issues regarding providing more opportunities for simple calculations and inconsistency with supervision of children. Staff have a good knowledge of the Foundation Stage and use this knowledge to plan activities. Staff are supported in their work through regular staff meetings. The manager demonstrated that staff contributions are valued. For example staff suggestions are explored and acted upon. Overall, the setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last nursery inspection, the key issue given was that the setting should develop systems to monitor and evaluate the quality of teaching and provide more opportunities for older children to write their own name and practise writing for a purpose.

The systems for planning have been developed to provide daily opportunities for children to write with a purpose and have more practise for mark making and planning systems for the quality of teaching and monitoring and evaluating has been reviewed and developed to support and enhance daily practice.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop systems for the deployment of staff to safeguard children's welfare at all times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop systems for children to have more opportunities for simple calculation during daily activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk