

Barley Lane Pre-School and Afterschool Centre

Inspection report for early years provision

Unique reference number	EY413291
Inspection date	08/12/2010
Inspector	Shaheen Belai
Setting address	St. Pauls Community Centre, Barley Lane, ILFORD, Essex, IG3 8XE
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Barley Lane Pre-School and Afterschool Centre registered in 2010 and is operated by a private company, Pedagogy Auras UK Ltd. The company provides out of school care and pre-school services from within St Pauls Church Community Centre, which is situated in Goodmayes within the London borough of Redbridge. Children have the use of the large hall and associated facilities. There is an enclosed outdoor play area. The pre-school operates for sessions between 8.45am to 11.45am and 12.00noon to 3.00pm, term-time only. Children attend the pre-school for sessional or full day sessions. The out of school club operates before and after school from 7.00am to 8.45am and 3.00pm to 7.00pm, term time only. During school holiday, the setting operates for holiday care from 7.00am to 7.00pm.

The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the pre-school or out of school provision at any one time. There are currently 37 children on roll for the pre-school and 23 children in the early years age on roll for the out of school provision. Of these, 16 children receive funding for early education. The pre-school currently supports children who speak English as an additional language.

The setting drops off and collects children from the following schools: Barley Lane Primary, Goodmayes Primary, Grove Primary, Eastcourt Independent, Ilford Prep and St Bede's Catholic Primary.

The setting employs 6 members of staff, this includes the manager. Of these, all staff have an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is promoted well in a stimulating and nurturing environment. Children are very happy, settled and have developed positive relationships with staff and peers. Relationships have been developed with parents, who are provided with details of the settings policies and procedures. Links with other settings, such as schools have been put into place. All children are included fully in the range of activities and the use of equipment, to support inclusive practice. The setting is well resourced and has a good capacity to improve further through established systems for self-evaluation, and act on weaknesses identified.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the current records maintained of risk assessments also include assessing risks when carrying out drop-offs and collection of children from schools (Documentation) 17/12/2010

To further improve the early years provision the registered person should:

- review current practice to include all staff to support children who have English as an additional language, in order to improve consistency in this area of development.

The effectiveness of leadership and management of the early years provision

The dedicated leadership and management ensure that policies are in place, reviewed and updated. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to contribute to children's safety. The premises are clean and secure, with the monitoring of any visitors and handovers of children to ensure the safety of the children. A programme is in place for staff to access training and receive the guidance of the local authority Early Years Service development worker. Partnership with other settings is in place. The setting has developed links with local schools to enable supporting children who attend the out of school provision within the setting and when transferring children to reception class as part of positive transition.

Self-evaluation is good. Management are actively committed to improving the quality of provision and have identified improving the outdoor play area, developing new toilet facilities to enable children to have greater independence and making the staff team stronger in their roles. Staff work extremely well as a team and take collective responsibility for the care and education of the children. The children's use of the premises is organised well and ensures they use both the indoor and outdoor play areas to support their overall development. Promotion of equality and diversity are good. Cultural festival celebrations of Eid and Diwali, and access to resources that reflect diversity are helping the children to develop a positive awareness of themselves and others. Detailed information is obtained via parents in regards to children's individual needs, for example dietary and health needs. On the whole children with English as an additional language are supported well, as some staff have an awareness of key words or are bilingual to allow for communication. However, not all staff have learnt key words in children's home languages to enable children to communicate their basic needs with ease.

Partnerships with parents is in place. For example detailed information is displayed about the staff roles, information about the principles of the early years foundation stage and parents receive regular newsletters. Parents meetings are held each term and they are encouraged to view their child's development profiles at any time. Parents can view their child in the setting via a secure internet service.

All required documentation is in place to support the health and welfare of children, such as accident records and staff suitability checks. Although staff demonstrate a good awareness of identifying risks and taking appropriate action, the records of risk assessments are not consistently maintained for all journeys made to drop off and collect children from school settings.

The quality and standards of the early years provision and outcomes for children

The setting provides a wide range of enjoyable activities which keeps the children purposefully engaged for extended periods of time. For example, children persevere to play with construction material or with small world activities. They demonstrate good early social skills as they have developed bonds with specific peers and staff. Good staff deployment and interaction promotes discussions with the children helping them to acquire new vocabulary and communication skills. Children enjoy looking at books independently or with staff and regular small group story sessions help the children to develop listening, speaking skills. Problem solving activities provide children with a range of challenges, such as matching pictures or completing puzzles. They use magnifying equipment, key boards and phones to explore technology. The mark making area is sourced very well with a variety of resources to practice their skills and use a range of tools. Children enjoy creative and messy play, using a range of textures, mediums and tools. For example, sticking activities, printing with paints, play dough, sand and water.

Planning is good. Activities cover all the six areas of learning with meaningful links between all areas. The initial settling-in visit is used effectively to gain detailed information about children's individual needs and detailed information about their development in the six areas of learning. This allows staff to plan activities from the early stages of settling-in to support progress. Staff have a good knowledge of assessing children's individual learning and are using effective systems to monitor progress and also support the next steps identified in children's learning. Children are making good progress towards achievement of the early learning goals and are developing future skills well.

The consistent use of positive reinforcement strategies has a positive impact on the development of children's social skills, so behaviour is generally good. Children enjoy each other's company and cooperate well during tasks, such as helping to clear away resources. Snack times are a sociable time, with children sitting together in small groups to eat their snacks in a calm and relaxed learning environment. They receive food that reflects different cultures, are nutritional and healthy and prepared freshly on the premises. For example, children enjoy a variety of fresh fruit, cereals, wholemeal toast, salads, yoghurts and vegetables.

Promotion of the children's welfare is good. Staff supervise children well during activities which promotes their safety and well being. Children's health is promoted well and they have consistent access to fresh drinking water. Children's regular use of the outdoor area enhances children's active lifestyle which is supported well by staff. Children learn about keeping safe through regular inclusion in evacuation

drills and through general reminders, such as why running indoors is unsafe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met