



West Hendon Pre School

Inspection report for early years provision

Unique Reference Number	147646
Inspection date	01 December 2006
Inspector	Deborah Wilkinson
Setting Address	St. John's Church, Algernon Road, Hendon, London, NW4 3PX
Telephone number	020 8202 5057
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Registered person	West Hendon Pre School
Type of inspection	Integrated
Type of 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

West Hendon Pre School which opened in 1979, operates from a church hall in West Hendon in the London borough of Barnet. The group which serves the local community is partly funded by the local authority and is overseen by a parents committee.

The group runs five days a week during term times and operates two sessions each day. Children attend for a variety of sessions. Those aged over three years attend in the mornings from 09.30 to 12.00 while those aged under three attend in the afternoon from 12.30 to 15.00. A maximum of 20 children can attend at any time and there are currently 32 children on roll. This includes nineteen three year olds who receive Nursery Education funding. The setting supports children with learning difficulties and disabilities, and those who speak English as an additional language.

Six staff including the manager work with the children. Four of the staff have an early years level three qualification and the manager has a level four.

The group receives support from an early years advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are used to the routine of washing their hands before eating or when they have been playing outside. They independently access the wash basins with the smaller children using the step provided. Staff keep an eye on the children offering help, and the children ask if they need anything such as paper towels. They learn about good hygiene practice when they see staff cleaning the tables in preparation for cooking or snack time. There are health and hygiene procedures in place including the action staff take should a child become unwell while in the group.

Children help to prepare the snack of fruit that is provided during each session. They serve themselves with the milk or water, and put their used plates and cups into a bowl for washing. The snack table is available for about an hour each session and children come when they are ready. They enjoy this time and two giggle together when a member of staff finds they had eaten all the banana and more will have to be cut. Children take part in a weekly cooking activity. They make easy pizzas using muffins as a base, some add cheese, tomato sauce and red or green peppers. One child makes himself a cheese sandwich, another just wants a plain muffin. The pizzas are cooked, and for those children who don't eat them immediately, are wrapped in cling film and taken proudly home.

Children have lots of opportunities to play outside in the fresh air as the policy is for them to move between the hall and garden as they wish. They have fun as they take part in the jumping and running races organised by an adult. They use the climbing frame and slide and try to balance around the narrow linked plastic shapes. Three girls join hands and dance round singing 'ring a ring of roses', two others join them and they all fall down laughing.

Children's dexterity is developed when they use small equipment such as scissors, pencils and paint brushes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are safe and secure in the self contained premises. They have easy access to the toilet facilities and can see what is happening in the kitchen, although a gate stops them from going in. Staff monitor arrivals and departures and keep a record of anyone visiting the group. There is a designated health and safety officer, however all staff share responsibility for checking the premises. A safety check list is available but the system for completing this each day is not firmly established and no written risk assessments are in place. Regular fire drills are carried out and the children know what to do in an emergency.

Children use the space with confidence, moving between the hall and outdoor area freely. They are able to play in safety and comfort because staff supervise them well and take practical precautions to protect them. Children use a range of equipment that is safe and well maintained. The organisation of the resources at a low level ensures children can easily reach them and are able to help themselves. The displays of photos inform parents about the daily routine and remind the children of activities they have taken part in.

Children are safeguarded from abuse or neglect by staff's good understanding and proactive approach to implementing their child protection procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and secure. Their interaction with staff is warm and children are confident to ask the adults for help. They are familiar with the staff and the routines that are in place and this helps them to settle and feel part of the group. Children enjoy their time in the group and generally participate well. However, during large group time some become restless and lose interest.

All children benefit from the effective key worker system which enables them to form trusting relationships with a known adult. Staff know the children well and use this knowledge to plan activities which are linked to themes. These often involve all the children going out into the local community, for example, during one project they visited the local post office.

Younger children explore a range of play materials that are suitable for their age and stage of development. Staff are starting to plan specifically for the under threes using the Birth to three matters framework to support children as they grow and learn. Children's independence and self confidence are fostered by their free access to resources and activities.

Nursery Education.

The overall quality of teaching and learning is satisfactory.

The daily programme incorporates a range of learning opportunities for children. They explore and refine their creative skills with a variety of art resources and modelling materials when they paint, create collages and build junk models. The children enjoy singing and are very enthusiastic 'sleeping bunnies' just before home time.

Children have many opportunities to develop their knowledge and understanding of the world around them. Trips out allow them to explore their local community and learn about other people they meet. They visit the nearby shops to buy cheese for their pizzas and during walks in the park collect leaves and acorns for their collages. They are introduced to other customs and lifestyles when they celebrate festivals such as Eid or Christmas, and try fried rice cooked by a mum at Chinese New Year.

Children are starting to learn and experiment with technology when they take photographs with a digital camera and see the results both on the computer screen and in print. They take turns to use the computer manoeuvring the mouse skilfully around the screen.

Children can communicate clearly. They participate in group time and after listening to a story about fire fighters, describe what they must do if there is a fire drill. Children's literacy is encouraged effectively. They use the book area and enjoy looking at books independently or with an adult. Most children recognise their own names and some can select the names of other children to put on the photo board. They are beginning to write and some label their own paintings.

Children explore the concept of size and weight when their parcels are too big and heavy to go in the pillar box and have to be sent from the post office. When building towers they talk about how tall these are. They count as they sing about five little monkeys and are starting to recognise written numbers when they look at the posters and charts displayed.

Children's personal, social and emotional development is progressing well. They are confident and greet each other and the staff with pleasure. Their behaviour is good any disputes are quickly resolved with sensitive staff support. Children are independent and able to make choices. They are familiar with the routine and able to follow instructions.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. They join in, take responsibility and play a productive part in the preschool. They are confident within the playroom and choose freely from the selection of activities available.

Children's behaviour is good. They work well together and are able to co-operate and share. This is helped by the clear rules, simple explanations and the gentle encouragement of the staff. For example, during the cooking when the table was full, a child came and wanted to take part. A member of staff said "sorry we haven't got enough room, you can come in a minute". The child said "ok" and went away happily returning later to make his pizza. When getting ready to go outside children put on their coats quickly, and they help willingly when asked to tidy up. Staff give sensitive support and do not over help children who want to do things themselves.

Children with learning difficulties or disabilities are well supported when staff work with parents and the local special educational needs co-ordinator.

Children are developing self esteem and respect for others. They benefit from being cared for by a staff team from different backgrounds as they experience other cultures and attitudes which help promote an awareness of the community they live in. They listen to stories featuring other cultures and environments and enjoy visitors to the nursery such as the Lollipop Lady and the local Policeman.

Positive images of culture, gender and feelings are reflected in the resources particularly the books, and the displays and posters within the hall celebrate the diverse nature of the group.

Children's spiritual, moral, social emotional development is fostered.

The partnership with parents is good.

All children benefit from the close partnership between the parents and staff and the value staff place on parents practical involvement in the group. Detailed information is recorded about each child's interests and individual needs. Regular parents' evenings are held and staff are always available to discuss each child's progress. Parents of Nursery Education funded children are encouraged to be involved in their child's learning and welcomed into the pre-school to share their skills with the children. A notice board and photographic displays keep them informed about the activities and themes the children have taken part in and the information sheet suggests ways in which they can help their child continue learning at home.

Organisation

The organisation is satisfactory.

The relatively new group of staff work well as a team. They are motivated and organised, support each other and are used to the routines, with all having individual areas of responsibility. The comprehensive policies and procedures which have been recently reviewed and updated provide a sound framework to guide and support the team. There is an induction procedure in place and staff attend ongoing training provided by the local authority. Staff constantly review the way in which they work. All aspects of the group are discussed and areas for development have been identified and an operational plan drawn up. There are regular staff meetings, however, there is currently no formal appraisal system in place.

The leadership and management of the setting are satisfactory. Children benefit from staff working with an advisory teacher to develop the Early Years curriculum. Using the guidance to the Foundation Stage staff are starting to develop activity plans linked to the areas of learning. Staff are collating portfolios which include observations, photographs and samples of children's work and these provide an interesting and useful record of children's achievements. However, the monitoring of children's learning does not identify how they are helped to progress in each area.

Children are confident and enthusiastic because of the warmth of the staff. Their welfare is safeguarded by the staff who keep records to ensure they can provide appropriate care. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection an action and recommendations were made to help the provider develop their practice.

Children's welfare is safeguarded as all staff have completed the required suitability checks. Of the six staff working with the children, five have an appropriate qualification. One of the

staff is the designated child protection person and has completed training in this area. Children benefit from the improved written information given to parents regarding making a complaint and the action taken if a child is lost while attending the group.

Children who speak English as an additional language have access to a range of resources, particularly books and posters and notices are displayed in different languages.

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):

- develop safety checklists and complete thorough written risk assessments of the premises
- review the organisation of large group times to ensure they meet the needs of the children

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 the planning to include details of how children will be helped to progress in each area of learning

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