



Northfields Community Centre

Inspection report for early years provision

Unique Reference Number	118163
Inspection date	06 December 2006
Inspector	Arda Halls
Setting Address	71a Northcroft Road, London, W13 9SS
Telephone number	020 8567 8030
E-mail	npspg@btconnect.com
Registered person	Northfields 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 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?

Northfields Pre-School opened in 1993 and operates from 2 rooms in a Community Centre in the London Borough of Ealing. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 9:30 to 12:00 during term time. All children share access to a secure enclosed outdoor play area. Northfields Pre-School is managed by a voluntary management committee, made up of parents of children at the pre-school.

There are currently 46 children aged from 2 to under 5 years on roll. Of these, two children receive funding for nursery education. Children come from the local community. The pre-school supports children with special educational needs and also supports a number of children who speak English as an additional language.

The pre-school employs five staff. Three of the staff, including the manager hold appropriate early years qualifications. One staff is working towards a qualification.

The pre-school is affiliated to the Pre-School Learning Alliance (PSLA) and has obtained the National Accreditation of the PSLA. The pre-school receives support from the Local Authority. The teaching method used is children learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to develop good hygiene habits. Through staff's guidance and help, they are learning, for example, to wash hands after messy play and after using the toilet. However, they do not wash their hands before eating snacks. Staff's good hygiene procedures such as washing the tables before and after snacks helps prevent the risk of the spread of infection, this means children are healthy.

Children benefit from a variety of healthy fruit snacks provided by staff. Drinking water is easily accessible to children throughout the morning. Children have good appetites and are able to ask for more when they are hungry. Children are beginning to develop an awareness that appropriate clothing can also keep you well. For example, when playing outside they wear coats and jumpers to keep them warm. They take care when washing their hands at the outdoor tap not to wet their sleeves.

Children enjoy physical play at each session. They have fun and stay fit and healthy through activities and resources that develop their physical skills and co-ordination. They learn to control their movements when they jump, hop, climb and balance. Children show a positive attitude to participating in outside and physical play by enthusiastically joining in with the activities staff provide such as a game of catch. They are skilled at riding tricycles and steering around obstacles on the sloping path and throughout the garden. They have many good opportunities to develop their fine motor skills as they pick up, release and arrange objects in their outdoor play house. Some of the children are able to dress and undress independently requesting support with some fastenings.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming and relaxing environment. The hall is organised well so that the children can move around safely and independently and can see all that is on offer. Children eagerly access a wide range of safe, good quality and appropriate equipment and resources. Staff give explanations to children to help them understand why they cannot do certain things. For example, not to run while they have their nativity play clothes on as they may trip over and hurt themselves. This helps children to take responsibility for keeping themselves safe.

Premises are safe and secure and staff are aware of who comes and goes at all times. There are good emergency procedures in place, with regular practice drills, so that children become familiar with evacuation of the building quickly and safely.

Children's welfare is well protected because staff understand their role in child protection and the procedures to follow. They are able to put appropriate practices in place when necessary. There is a clear policy, which is accessible for parents to read. Most staff have attended or have plans to attend training in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy, settle well and develop confidence through staff knowing and meeting children's individual needs. Staff help develop children's sense of self esteem and self worth by consistently praising their achievements. Children show a great interest in what they do, settle well and form positive relationships with each other and staff. Children ask questions, use initiative and communicate well, talking to adults with confidence and involving them in their play. Children are learning to distinguish between right and wrong, for example following rules, taking turns and sharing.

Children acquire new knowledge and skills, which are shared with parents on a regular basis. For example, parents have up to date knowledge on how their child is progressing. They have access to photographs on CD's which they can view at any time on the pre-school laptop. Children are making good friends and playing happily together. They initiate their own games inside and out and join in group activities with delight and enthusiasm. For example, children use the bikes and carts to gather leaves in the garden, they work hard and have a good sense of achievement. They use descriptive language so that others in the group can understand what they need to do. Their enthusiasm is profound. They eagerly await their turn in circle time to talk about their play. They cheer with great excitement as they talk and sing following their outdoor play. Children are becoming independent through learning to make choices, such as choosing an activity in which to take part.

Nursery Education

The quality of teaching and learning is outstanding. Children are making good progress towards the early learning goals. They are happy and they enjoy attending the setting. They consistently show interest in the wide range of stimulating and fun activities. They have easy access to a variety of well thought out resources which help them develop in all areas of learning. Staff have a sound knowledge of the Foundation Stage, a good range of teaching methods and a clear understanding of how children learn and develop. Staff use rigorous observations and evaluations to help them effectively plan the next steps in the children's learning. Staff manage children's behaviour well through providing an interesting and welcoming environment.

Children show a sense of belonging as they confidently play with their peers and have a positive attitude to learning. Children communicate well and are eager to answer questions and join in discussions. They are actively involved in play throughout the session. They are gaining independence as they learn to take responsibility for their own personal care such as visiting

the toilet and washing hands afterwards. Children practise writing their own names on their work. There are endless opportunities for children to learn that print carries meaning through the use of signs, notices and labelling. Children confidently count to ten and beyond and they are beginning to use language to describe quantity. Children are able to focus on maths activities to develop their understanding of calculation, measure and problem solving. They experience building a tall Jack in the Beanstalk tower which is recorded on video. They are able to re-visit the building of the beanstalk and talk about how tall it is.

Children are developing an interest in their wider community. For example, through visits from people in their local community. They have opportunities to learn about other cultures, festivals and countries and have access to a range of high quality toys and resources that reflect positive images and diversity. They are gaining good levels of hand/eye co-ordination through activities that allow them to use tools and smaller pieces of equipment. They dress in hard hats and work for extended periods of time drilling, sawing and measuring with play tools. They work well as a team of handy men and women discussing who should go out to fix a broken down car. They enjoy role play and use it to enact what they know, to extend communication skills and to initiate further play. They thrive on learning.

They have easy access to toys and equipment to allow free and spontaneous play. Children are encouraged to explore creativity and their senses during art activities. They are animated as they prepare iced biscuits for the end of term, they learn to use brushes to ice the biscuits and delight in any icing that accidentally gets on their fingers. They have regular opportunities to experience music and singing and participate in these activities with great enthusiasm and eagerness. For example, when they practise songs for their Christmas play, every child's voice is heard.

Helping children make a positive contribution

The provision is good.

Children are developing exceedingly good self-esteem and a sense of self worth through staff knowing and meeting their individual needs well. They play happily with other children of the same age helping to develop social skills. Children are beginning to learn and understand the need to share. Staff maintain a calm and purposeful atmosphere which means children enjoy themselves immensely. They are involved and interested in their play and activities, this means they behave well. Overall, children know when they have done well through staff's acknowledgment and praise. The setting does not currently support children with learning difficulties and disabilities, but has good arrangements in place for when it is needed.

Children have regular access to a wide range of activities and resources that help them learn about differing lifestyles and cultural events and celebrations. Toys and equipment reflect positive images and diversity. Children are learning to consider and value others through discussions and activities with their peers and staff. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers of children who receive nursery education is good. Children benefit from the positive and friendly partnership staff have with parents and their effective involvement in their children's learning. The daily sharing of information, regular newsletters

and parents' notice board helps staff and parents work well together to meet children's individual needs. Staff provide meticulous information about planned activities and how the children are learning and progressing with parents, ensuring children's welfare, care and learning is consistently promoted. However, the complaints procedure on display does not include up to date contact details of how to contact the regulator.

Organisation

The organisation is good.

Children enter confidently into a warm and welcoming environment with sufficient staff to ensure children are safe and secure. Staff record observations of children and use them to help plan children's development. A variety of fun activities are on offer to children to help build their confidence and develop new skills. Induction training and appropriate written policies and procedures ensure staff are able to safeguard children's welfare. Staff share information with parents and keep clear up to date records to ensure all children receive consistent care and their individual needs are met.

The leadership and management of the setting is good. The manager and the staff work well together to ensure all children have the best available care. Staff use nursery education plans effectively to ensure children are making good progress along the stepping stones. Plans show how children are developing new skills and knowledge across all areas of learning. Through effective use of observations and evaluations, staff are able to plan the next steps of children's learning and development.

Overall, the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The child protection procedure has been updated to include what to do in the event of an allegation being made against a member of staff or a volunteer.

Staff's daily attendance is recorded.

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):

- ensure hands are washed before snack and encourage children to pour their own drinks and help to prepare snacks
- update displayed complaints procedure

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):

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