



## **Pinner Parish Pre- School**

Inspection report for early years provision

<b>Unique Reference Number</b>	509021
<b>Inspection date</b>	17 January 2007
<b>Inspector</b>	Daphne Prescott
<b>Setting Address</b>	St. John The Baptist Church Hall, Pinner Parish Church, Church Lane, Pinner, Middlesex, HA5 3AA
<b>Telephone number</b>	020-8429-2523
<b>E-mail</b>	
<b>Registered person</b>	Pinner Parish Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	

## 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](http://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?

Pinner Parish Pre-School is managed by a voluntary management committee, made up of the parents of children at the pre-school and is a registered charity.

It opened in 1966 and operates from three rooms in St John's Baptist Church Hall in Pinner in the London borough of Harrow.

A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:30 to 12:45 term time. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from two to under five years on roll. Of these 24 children receive funding for nursery education. Children come from the local and wider community. The

pre-school supports children with learning difficulties and children with English as an additional language.

The nursery employs six staff. All of the staff, including the manager hold appropriate early years qualifications. The pre-school is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children benefit from being cared for in an environment that is clean and well maintained. They are learning about good personal hygiene through well planned daily routines. For example, they know to wash their hands after using the toilet and before they eat their snack. Staff are well informed of children's health requirements. All the required documentation pertaining to children's health and welfare is in place and up to date. Three staff have relevant first aid training and children are well cared for due to the procedures in place for first aid and accidents, all of which are shared with parents.

Children are beginning to have an understanding of healthy eating as they make choices from a good variety of healthy options at snack time, such as fresh fruit and vegetables. Through planned activities and discussion children are learning about eating healthy foods. Children chat about eating carrots and sweet corn to make them 'Big and strong'. Arrangements for snack time is very well organised by the staff. Throughout the morning small groups of children take turns in having their snack. This has a positive impact on the children as it allows other children to continue to play, whilst children at the snack table sit with staff and chat about their morning. This creates a relaxed and social atmosphere, which promotes the children's social skills. After snack children are encouraged to wash their own cup and plate, developing their independence. Effective procedures are in place to ensure that staff are aware that all children have had their snack as children place their name tag in a box when they have finished. Throughout the session drinking water is available in the play room. Children are very aware that they can help themselves to a drink throughout the morning. They take great delight drinking from their own individual bottles; they recognise their own name on the bottle and that of their friends.

Children participate in daily indoor activities which contribute to their good physical well being. They learn to climb and balance whilst playing on the large equipment and when using obstacle courses set up by the staff. Children are developing good manipulative skills and hand eye coordination through the regular use of resources such as pencils, rolling pins, scissors and paintbrushes.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children benefit from the welcoming surroundings as staff greet them and their parents warmly, helping children to feel secure and content. They are cared for in a suitably organised environment, as space within the hall is used well, there is plenty of room which means that

children are able to move around and play either at a table or on the floor in comfort and safety. Children have access to a satisfactory range of toys and resources that help towards meeting the learning and developmental needs. Children play with the toys and activities that staff set up each morning. However, they are unable to make independent choices for themselves, which means their independence is not always promoted. For example, at the puzzle table children complete the puzzles provided, but are unable to choose other puzzles as these are not easily available to the children as they are stored away in the store cupboard.

Children are cared for in a safe and secure environment where they are well supervised by the staff. Risks are identified and reduced to safeguard the children. For example, staff check the toys and equipment on a regular basis to reduce any hazards. However, written risk assessments have not been completed of the premises and there is no outings policy. This helps towards safeguarding children further. Children are kept safe as effective systems are in place to monitor all visitors to the setting and staff monitor the entrance at the beginning and end of sessions to ensure children are dropped off and collected safely by authorised persons.

Children's welfare is safeguarded by the staff's sound knowledge of child protection. They understand the possible signs and symptoms of child abuse and know the reporting procedures to follow if they are concerned about a child in their care. However, there are no procedures to be followed in the event of an allegation being made against a member of staff or volunteer and this could comprise children's safety.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

The pre-school is a happy place for children to be. The staff provide a warm welcome to the children and their parents. As a result the children arrive happily; they settle quickly and are confident within the setting. Children have fun as they play with a satisfactory range of toys and resources. Children receive lots of attention and have a strong bond with staff which increases their sense of wellbeing. Younger children's care and wellbeing is promoted as staff have an understanding of how to meet their needs. Staff are beginning to introduce the Birth to three matters framework which they use to provide a range of activities for the children under three years. However, staff have not yet fully implement the planning and recording of children's achievements and development following the Birth to three matters framework, which supports children in their earliest years.

Activities provided are interesting to the younger children, age appropriate and contribute to extending the children's learning and development. Younger children take part in all the activities offered, for example, they have great fun playing with natural materials, such as play dough. They are developing their senses as they feel and squeeze the play dough in between their hands, making different shapes with the shape cutters provided. They are developing their communication skills as they attract the attention of staff who responds enthusiastically to their questions. They enjoy opportunities to express themselves through imaginative play, they observe and follow the actions of the older children as they pretend to clean the home corner with their dusters. They are developing their fine motor skills and creative abilities as they confidently manipulate paintbrushes and glue sticks. They smile with a great sense of achievement when they have finished their painting as staff give the children plenty of praise

and talk about the picture that they have painted. They laugh and have fun as they energetically join in action songs, singing for example 'The wheels on the bus' and 'Five little ducks'.

## Nursery Education

The quality of the teaching and learning is satisfactory. Staff demonstrate an understanding of the foundation stage, and stepping stones. Planning links to the six areas of learning. They observe children's progress through observation. However, they are not evaluating activities and assessing children's progress to help plan the next steps in children's learning. Staff give plenty of attention and support to the children. They have good relationships, and children are treated with respect, this is reflected in the children's good behaviour, and motivation to participate and learn. Staff question children in order to encourage them to think and to assist their language and vocabulary skills further.

Children have satisfactory opportunities to develop their independence skills as part of the daily routine. For example, children help to tidy away toys and activities, help themselves to fruit and drinks. However, independence is not always developed further as sometimes children are unable to choose toys and activities for themselves. Children are confident and able to express their needs as they ask the staff to help with the dressing up in the home corner and helping with aprons when painting or sticking. They are learning to be thoughtful towards each other as they understand about taking turns and sharing. Children are confident and enthusiastic about communicating with staff and each other. They recognise their own names on cards, helping children understand that labels and print carry meaning. Children have the opportunity to practice writing their names. However, there are fewer opportunities for children to link sounds to letters during activities. Children respond with interest at story times and are interested in looking at books independently.

Children are learning the concepts of simple number operations through everyday situations and learning to count numbers one to ten and beyond. They are beginning to use language to describe and compare shape and size. Children are beginning to learn about their own culture, and those of others, through the celebration of a range of festivals throughout the year. Children are developing knowledge and understanding of sense of time through discussions about past events with staff and their families. Children use the computer with ease and are competent to help one another and give advice showing which button or key to press. However, there are less opportunities to help the more able children understand why and how things work. They are developing a understanding of the world they live in as they explore the natural life when out for a walk in the park or when in the garden.

Children carry out a variety of art and craft activities and enjoy working with different materials such as tissue, glue and paint. They have opportunities to express and develop their creativity through imaginative play in the home corner. Children show good imagination when acting out simple storylines and role-play together. For example, they have great fun pretending to feed their babies and cleaning the home corner. There are regular opportunities to explore music and movement, which children enjoy. They show great enthusiasm as they jump confidently across the room, hopping like bunnies. Children can sing simple songs from memory and they participate actively at singing time.

## **Helping children make a positive contribution**

The provision is good.

All children are welcomed and play a full part in the pre-school because staff value each child as an individual. They are respected as individuals and are given appropriate praise and support to enhance self-esteem and confidence. They also enjoy being with familiar and trusted adults, who act as good role models, as they have respect for the children and each other. The staff liaise with the parents of the children who speak English as a second language by asking them for key words so that they can communicate and respond to the child's requests. Children learn the boundaries of acceptable conduct in ways that they can understand, as staff use age-appropriate and positive strategies to manage any difficulties that arise. This positive approach fosters children's spiritual, moral, social and cultural development.

They learn about themselves and the wider world through planned activities and discussions. This helps children to understand different cultural practices. Children with learning difficulties and disabilities are welcome into the setting as the staff have a positive attitude towards this area of childcare. The staff adapt their ways of working to ensure all children are included and able to reach their potential.

Partnership with parents of children who receive nursery education is good. Regular news letters are issued to keep them informed of events and plans. Parents spoke highly about the pre-school. They are happy with the educational progress their children are making and information about the curriculum is shared with parents. Parents can discuss their child's progress with the staff at any time and yearly meetings are held to discuss their child's progress. Parents receive a book of their child's work and photographs of activities that their child has participated in with a written report on their learning and development when their child leaves for school.

Children benefit from friendly informal relationships between staff and parents, which is enhanced by the implementation of the key worker system. Staff obtain detailed information about each child's interests and individual needs from parents to ensure that children receive the appropriate care.

## **Organisation**

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. The manager is committed to the promotion of quality childcare and encourages staff to increase their skills through further training. Support is given to staff, both informally on a daily basis and formally through staff appraisals and regular curriculum planning sessions. The nursery welcomes support from advisory teachers to implement the foundation stage of learning.

The manager and staff work well together as a team, and focus on the needs of the children. Staff work with parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is supported by the effective deployment of staff because the manager maintains the child-staff ratios which helps to ensure children's wellbeing. The deployment of staff is good, ensuring all children are secure and happily engaged in activities.

Children's welfare is safeguarded because most of the required records and documentation are in place to ensure the smooth day-to-day running of the setting. The written policies and procedures practiced by staff also help ensure children's wellbeing and protection. The setting is meeting the needs of all the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the manager agreed to devise a risk assessment on the premises identifying action to be taken to minimize identified risks in the garden. The manager has devised safety procedures when using the garden. However, there are no written risk assessments. This still needs to be addressed.

### **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.

## **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 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):

- devise written risk assessments for all areas of the premises
- devise written outings policy
- devise written procedures for allegations against members of staff
- increase children's independence by providing opportunities for children to choose toys and activities for themselves (also applies to nursery education)
- devise plans and recording of children's development in relating to birth to three matters.

## **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):

- maintain the evaluation of children's development to plan for the next step in their learning
- encourage children to link letters to sounds
- encourage children's understanding on why and how things work.

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](http://www.ofsted.gov.uk)