



Hampstead Garden Suburb Pre-School

Inspection report for early years provision

Unique Reference Number	EY338293
Inspection date	25 January 2007
Inspector	Malini Parmar
Setting Address	Free Church Hall, Northway, LONDON, NW11 6PB
Telephone number	07785 995 412
E-mail	sam@hobbs4305.fsnet.co.uk
Registered person	Samanda Hobbs
Type of inspection	Integrated
Type of care	Full day 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?

Hampstead Garden Suburb Pre-school was previously run by a management committee and has been operating for approximately 50 years. Since then, it has had a change in ownership and was registered in 2006 to offer full day care. It continues to operate from the community hall in Hampstead Garden Suburb, in the London Borough of Barnet and serves the local area.

The pre-school opens Monday to Friday during school term times. The setting is open from 09:00 to 15:45 full day. They offer three sessions, children can attend for the full day, or from 09:00 to 12:30 or 12:30 to 15:45. Children access the hall, upstairs toilets and the garden. A maximum of 24 children may attend the nursery at any one time from two to five years of age. There are currently 26 children on roll, of these 20 children receive funding for nursery education. The nursery currently supports children with special educational needs, and children who speak English as an additional language.

There are seven staff who work with the children, six of whom have early years qualifications, this includes one volunteer. There is currently a member of staff working towards a relevant childcare qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership and from the Pre School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have useful chances to learn about health and hygiene through the routine. They wash their hands after using the toilet, and staff gently remind children that they must have clean hands before they help prepare snack for their friends. Children use running water and liquid soap when washing their hands in the toilets upstairs. However, full consideration has not been given to the arrangements for hand washing in the main playroom. As a result, children sometimes use unclean water to wash their hands in the bowls provided. Children do not attend if they are sick or infectious as clear information is shared with parents to help prevent the spread of infections. They are assured of receiving appropriate care and treatment if they have accidents, as all staff are qualified in first aid.

Children enjoy the wide range of nourishing snacks, which comply with all special dietary requirements and parental wishes. The snack bar is very popular, as children eat whenever they wish. Parents are invited to provide fruit and biscuits and children make choices from apples, bananas, pears and dried fruits. Perishable foods supplied in packed lunches are stored appropriately to minimise any risks caused by contamination to children's health. Children use the small water cooler to help themselves to a drink whenever they wish, this ensures they remain hydrated.

Children have access to a fully enclosed outdoor area for fresh air, which is used more often in the summer months. Indoors, children enjoy dancing and respond well to the exercise. They coordinate their movements, as they bend and stretch in response to the instructions of the game. They gain sound control as they speed up and slow down thoroughly enjoying "head, shoulders knees and toes".

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children arrive happily to a warm and friendly environment. The use of low level displays and posters supports sound settling in and promotes a sense of belonging. Children particularly benefit from the use of a photographic time line which enables staff to reinforce the routine and helps children to settle more quickly. Children move freely and confidently and choose what to play with from the large range of toys and resources offered to them by staff. Staff ensure children handle toys that are safe, through the daily checks made when they arrange the playroom.

Children are supervised closely by staff, they are familiar with the routine and wait patiently for staff to escort them to the toilets upstairs. They are becoming increasingly aware of how

certain actions may injure them, because staff offer useful explanations to support their understanding. As a result, they learn it is unsafe to run indoors, or stand on chairs. Staff have assessed the risk of many activities and areas within the main hall, and taken some steps to reduce possible dangers. However, not all identified risks have been fully minimised. This increases children's risk to accidental injury caused by access to hot radiators, and by hot water which is not regulated to ensure a safe temperature. Systems to monitor access to the provision include keeping a record of all visitors. Occasional lapses in this monitoring mean that children are more vulnerable to unknown persons entering. Fire safety equipment is checked annually and staff have a secure knowledge of their roles in following the clear procedures for evacuation. Although, drills are practiced, these do not take account of the patterns of attendance of all children. This means that some children receive fewer chances to learn to cope in an emergency.

Children's safety and well being is safeguarded due to the sound knowledge staff have of child protection and local Safeguarding Children procedures. The comprehensive policy in place includes procedures to follow in the event an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy having fun, and in the main, they are busy enjoying a variety of activities. They are encouraged and invited to play by staff who are warm and sensitive. As a result children build positive relationships with them.

Children aged between two to three years, clearly enjoy using a range of malleable resources such as, water, clay and playdoh to promote their senses. They benefit from the individual support they receive in the very popular book area and during song times to stimulate their language and encourage their communication skills. Children respond with excitement as they play with imaginative toys and "make tea" in the role play area. However, staff have not yet begun to use the Birth to three matters framework. Consequently, activities are inappropriately planned using the Curriculum Guidance for the Foundation Stage. This means that children sometimes become restless and begin to wander in search of other possibilities because the play opportunities are not planned specifically to support their individual needs. Children are not always able to use toys and resources offered to them in an appropriate way because their purpose is not always clear to them.

Nursery Education

The overall quality of teaching and learning is satisfactory. Children make sound progress, and are mostly engaged in purposeful play. Staff provide useful support when asking open ended questions to extend children's thinking and learning. Children are confident and try new activities with enthusiasm inviting their friends to play. They are beginning to share and take turns when playing with one another at the computer. They show sound levels of concentration and some children persist with their chosen tasks, such as when completing large floor puzzles with staff. They delight as they ably pour their apple juice and chop up fruit at the snack bar. Occasionally, however, children's learning is not extended by a lack of independence. They do not receive consistent opportunities to strengthen their self help skills and foster their independence effectively. As a result, they are sometimes asked to label their own work, which they successfully

do. At other times, staff eagerly do this for them. Children happily select from the range of activities offered, but there is little emphasis placed on helping them to make choices outside of those offered by staff.

Children speak clearly and confidently as they engage both adults and their friends in conversation. They receive regular opportunities for songs and rhymes. The strong emphasis placed on communication and language means that children develop an enthusiasm for books. The well resourced book area is frequently used, and children quickly become absorbed in retelling the sequence of events in popular books to their friends. They receive clear support to understand the pictures, words and concepts within them, as they enjoy the interactive story times with staff. Children clearly enjoy making marks, at the graphics area and spend lots of time engaged in making their "Dear Zoo" book. They regularly hear mathematical language, and develop strong self esteem as they successfully repeat it to identify, size and quantity. As a result, they recognise they have "three" scoops of ice cream, and build "big" and "bigger" tracks. They delight as they use the measuring tape to measure their own height, and staff assist their learning by talking about comparisons. As a result, they discover staff and other children are "taller". Children enthusiastically examine the plastic spider through the large magnifying glass, noticing how the "little spider" is now "bigger". They have access to many such tools at the discovery table. However, some children abandon their play prematurely because the purpose of many of the items are not easily known to them. Children control the popular computer mouse well and learn how pressing buttons can change the actions of the characters on the screen. Children engage in much creative play, they experience the sensory nature of clay, water and play dough. They eagerly paint, cut, and stick to communicate their thoughts, ideas and feelings. They clearly enjoy free painting at the easel and choose the colours for the animals in their books. Occasionally, however, children's experiences are not fully enhanced by the use of pre cut templates. They frequently visit the imaginary play area to mimic their observations of the world around them. They clearly delight in using the hair dryer to style their hair, and pile scoops of "ice-cream". However, the quality of their play varies with the amount of support they receive. Children successfully manipulate malleable resources and push and squeeze paint bottles to strengthen their fine motor movements.

Children benefit from the developing systems for planning and assessments. They are offered many activities which are linked to a weekly theme. Staff make observations of children's progress, and these are beginning to be used more regularly to identify children individual learning priorities. The process to use these to plan future activities and ensure progress is currently evolving.

Helping children make a positive contribution

The provision is satisfactory.

Children receive useful chances to learn about differences and develop a positive view of the wider world. A range of festivities are celebrated throughout the year and children regularly use a sufficient range of toys and resources which promote positive images. Children with English as an additional language receive sound support from staff. They benefit from the systems in place to ensure a list of helpful words are obtained. Information about the setting is available in many languages to support a secure process of care. Children regularly exchange

their views and ideas and these are valued by staff. This contributes to ensuring children receive greater chances of strengthening their self worth.

Strategies to support children with special educational needs are strong. Staff attend training in this area to ensure their knowledge and practice is always up-to-date. Systems in place include working closely with the relevant professional agencies to ensure that the best guidance and help is available to children in their care. As a result, children attending are supported well and are forming friendships.

Children receive sound levels of praise and encouragement for their achievements to boost their confidence and enhance self esteem. In general children are well behaved. They are beginning to learn to manage their own behaviour, as clear boundaries are set and they receive calm sensitive support from staff. As a result, children are learning to be respectful of one another, and are becoming more aware of each other's feelings. For example, they know to wait for their snack until there is more room at the table. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is satisfactory. It contributes to children's wellbeing, development and progress. Clear information about their child's needs, likes and dislikes, is documented upon entry. Thereafter, a regular exchange of verbal feedback ensures a two way sharing of information. Newsletter's and notice boards ensure parents are made aware of how children spend their time at nursery. Parents are invited to attend consultation meetings and they can speak to staff about their child's learning and development at any time. They receive useful information about the nursery, including about the six areas of learning. Although, children receiving funding benefit from these systems, opportunities to ensure parents can participate fully in their learning is developing to ensure children's individual learning priorities are securely known and shared. Parents have access to the regulator's details should they wish to raise any concerns and there is a clear procedure in place to support them.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides.

Children benefit from an evolving organisation which values the ideas of staff to meet their needs. All staff work closely together to ensure the smooth delivery of the daily routine. All mandatory records are in place and there is a set of policies and procedures to promote the welfare, health and care of the children. Occasional lapses in the organisation mean that in practice, not all the procedures are fully implemented to ensure the safety of the children. Staff are generally effectively deployed to ensure children receive secure levels of involvement for their care and learning.

Leadership and Management is satisfactory. Children benefit from a established and experienced staff team that work hard to promote the progress and development. There is a clear commitment to ongoing training, and this is facilitated by the organisation. The manager and deputy work closely together to monitor and review the practice, this in the main, is done through meetings and the use of informal observations. As a result, they have some knowledge of the settings

strengths and weaknesses and have identified some areas for improvement. However, children do not benefit from a clear assessment of how fully their needs are met within the programme because systems to monitor and evaluate the quality of the provision are being developed.

Improvements since the last inspection

not applicable

Complaints since the last inspection

Since registration 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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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):

- ensure systems for children to wash their hands consistently promote their good health and hygiene
- take positive steps to promote safety, ensure proper precautions are taken to prevent accidents, particularly from hot water and hot radiators, and ensure procedures to monitor the access to the provision are always followed and secure to protect children
- improve staff's knowledge and understanding of the needs of children under three, for example through the use of the Birth to three framework to enable them to plan and provide a suitable range of activities for the younger 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):

- strengthen planning systems to effectively use assessments in order to consistently identify children's individual learning priorities and use these to inform future plans

- provide children with consistent chances to develop their self help skills and increase their independence
- develop a rigorous system to monitor and review the groups' strengths and weaknesses and that of the educational programme.

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