



Harvard Park Pre-School

Inspection report for early years provision

Unique Reference Number	EY244539
Inspection date	24 November 2006
Inspector	Kim Mundy
Setting Address	Smallberry Green School, Turnpike Way, Isleworth, Middlesex, TW7 5BF
Telephone number	07984258580
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Registered person	Nicola Saunders and Tracey Milstead
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 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?

Harvard Park Pre-School is privately owned by Nicola Saunders and Tracey Milstead.

It opened in 2000, and operates from a purpose built room within Smallberry Green Primary School, Isleworth in the London Borough of Hounslow.

A maximum of 38 children may attend the pre-school at any one time. The pre-school is open each weekday 11:15 to 15:15 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 56 children aged 2 to under 5 years on roll. Of these 22 children receive funding for nursery education. Children come from a wide catchment area. The pre-school

currently supports a child with special educational needs, and also a number of children who speak English as an additional language.

The pre-school employs nine staff. Seven of the staff, including the joint managers, hold appropriate early years qualifications. Two staff are working towards a qualification.

The pre-school is affiliated to the Pre-School Learning Alliance [PSLA]. The pre-school receives support from the Foundation Stage Consultant from the Early Years Development and Childcare Partnership [EYDCP].

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy relaxing and sociable snack times as they choose from a wide selection of fresh fruit and vegetables which are presented attractively to them. They help themselves to drinks throughout the session when they are thirsty. Some of the children attend the nursery class which is on site in the mornings. They come to the pre-school at lunch time and sit and chat with staff whilst enjoying their packed lunches provided by their parents.

All children are participating in a good range of outdoor activities. Staff plan outdoor play in advance to help children to make progress in all areas of their development. Children are developing control over their bodies as they run, jump, climb and crawl. They are increasing their awareness of space as they steer wheeled toys around objects. There are many opportunities for children to develop their fine motor skills, such as threading and posting objects. In the garden, they enjoy early mark making activities as they use paint brushes and water, pencils and clip boards.

Children's health and welfare is positively promoted by staff. The setting's thorough policies and procedures support the good practice in place, for example, for medicine administration and accident recording. Children are learning about the importance of keeping healthy during cooking activities and the daily routine, for example, washing their hands before eating. Children are cared for in a clean and very welcoming environment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed enthusiastically by staff as they arrive. The classroom is bright and light, and children's artwork is displayed. It is set up attractively with an interesting range of activities to capture the children's imagination, for example, the Christmas shop in the role-play area. There is a very good range of toys and resources to meet the needs of the children attending.

Children are safe and secure on the premises because the comprehensive policies and procedures in place are followed by staff to promote children's safety and welfare, for example, daily risk assessments to minimise possible hazards on the premises. The school respond immediately to any hazards identified by the pre-school staff. Children regularly practise the fire drill so that

they are fully aware of what to do in the event of a fire. Staff work directly with the children in the different areas of the classroom and therefore, they are well supervised at all times.

Children are safeguarded from abuse or neglect. Both of the managers are fully aware of their roles and responsibilities to report child protection concerns. They have attended child protection training.

Helping children achieve well and enjoy what they do

The provision is good.

All children have equal access to the same learning opportunities regardless of their age. Activities are adapted to meet their individual needs, for example, less able children are offered good support to help them to achieve tasks and more able children are offered suitable challenges to extend their learning.

Children under three-years-old are supported by very kind and caring staff who are able to respond to their individual care, learning and welfare needs. Staff have some knowledge and understanding of the 'Birth to three matters' framework. They begin to implement this effectively within the setting, although further development is required in relation to planning for the different aspects. Staff maintain a record of the children's progress through individual assessment books and these are shared with parents. Children are developing confidence and self-esteem. They are helped to make sense of what they see, hear, smell and touch, for example, as they paint with their fingers, squeeze clay, and explore musical instruments. Young children are developing good communication skills as staff offer new words to extend their language during their play. Whilst playing with bricks they begin to develop their problem solving skills. Children have many opportunities to practise their early writing skills as they paint, chalk and draw.

Nursery education.

The quality of teaching and learning is good. Staff are very enthusiastic and they plan a well balanced curriculum which is clearly linked to the stepping stones of the early learning goals. Children are observed by staff during focus activities to assess their progress and this is recorded and used to inform future planning. Staff use effective teaching methods to help the children to make good progress, for example, open-ended questioning to encourage the children to think and help them develop a wider vocabulary.

Children are very happy and motivated to learn. They are developing their independence skills as they select resources and wash up their plates after lunch. Children are able to work as part of a group, take turns and share. They are confident speakers and they engage in conversations with each other and adults. Children listen attentively at story time as staff use puppets and props to provide further interest and excitement. This provides good support for children who speak English as an additional language. Early writing is promoted and some children begin to write correctly formed letters and their name. Children's interest in early reading is supported by the use of books to promote themes and the good labelling around the classroom.

Children enjoy a wide range of problem solving activities as staff ensure this is fun. They have many good opportunities to sort objects, explore simple addition and subtraction, and floating and sinking. They weigh parcels and letters in the post office and ingredients during cooking activities. Children begin to count confidently and they are learning about shape and space as they fit puzzles together and construct with bricks.

Children are developing their imagination as they are highly involved in role-play, for example, in the Christmas shop and post office. However, they do not spend enough time participating in music and movement. Children are exploring different textures as they use paint, glue, clay, sand, water and play dough. They are learning about their local community through visits from nurses, doctors, police and fire brigade. Children use magnifying glasses to observe mini-beasts and they enjoy investigating and exploring living things, such as snails, butterflies, plants and seeds. Children are having lots of fun while they are learning whilst they use telephones and cash tills in the post office.

Helping children make a positive contribution

The provision is good.

Children are well-behaved and polite in response to the expectations of staff. They are encouraged to take turns and to share and show caring attitudes towards staff and each other. Children like the sticker reward system in place. Staff consistently praise them and this encourages good behaviour. They have lots of fun as they participate in festival celebrations, for example, as they make clay Divas for Diwali. Children experience quiet times in which to relax and reflect. Themes, such as 'Ourselves' help children to feel good about themselves and promote self-esteem. As a result, children's spiritual, moral, social, and cultural development is fostered.

None of the children currently attending have learning difficulties or disabilities. A suitable special needs policy is in place. There is a special educational needs coordinator who has attended a range of relevant training. Children with English as an additional language are supported within the nursery. They settle well because staff ensure that they find out some basic words in the child's first language, for example, mummy, daddy, toilet, and drink.

Parents speak very highly of this pre-school setting. They are warmly welcomed and lots of information is available to them. However, the complaints policy and procedure has not been updated in line with the changes in legislation to the National Standards. As a result, complaints may not be resolved appropriately to benefit the children. Children are able to settle with ease and they are supported by very kind and caring key workers who liaise closely with parents about their child's activities and achievements.

Partnership with parents and carers in relation to nursery education is good. Information is displayed about the early years curriculum. Parents receive informative written reports about their children's progress towards the stepping stones of the early learning goals. They are fully involved in their child's learning as staff offer ideas for parents to extend their learning at home, for example, talking about the colour of their child's eyes and hair.

Organisation

The organisation is good.

This pre-school is very well organised because managers have a clear understanding of their roles and responsibilities and lead the staff team very efficiently. The day runs smoothly for the children because staff are very aware of their specific duties, for example, supporting children during specific activities and managing the door at home time. Children benefit greatly from the staff's enthusiasm and ongoing commitment to providing an exciting and caring learning environment. Staff continuously improve and develop the service for children. Their training needs are identified at yearly appraisal meetings and they have good opportunities to attend ongoing training through the Local Authority.

Leadership and management for nursery education is good. Managers have a sound understanding of the early years curriculum and how to implement this effectively within the setting. There are good systems in place for monitoring the quality of teaching as managers observe and work alongside the staff. Managers consistently assess the strengths and weaknesses of the pre-school and all staff are involved in planning the curriculum. Therefore, children are making good progress towards the early learning goals.

Rigorous recruitment procedures are in place and staff have a clear understanding of their role and responsibilities. Staff are extremely kind, keen and motivated. The required documentation is in place to support children's health, safety and well-being. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the quality and standard of care was judged as good. The setting was required to: amend the child protection policy to include the procedure for managing allegations of abuse made against members of staff; ensure a record is maintained of all visitors to the nursery premises, including the date and signature of visitor; and to ensure the children's independence is encouraged at snack time through self-service and choice. The child protection policy has been amended to include the procedure to be taken if an allegation is made against a member of staff and the visitors book now contains the necessary details. Therefore, children's welfare is safeguarded. Children are developing their independence through serving themselves and making choices at snack times.

The last nursery education inspection was judged as generally good. The setting was required to:

increase the opportunities for children to make links between sounds and letters; use information and communication technology; express their feelings through a range of musical instruments; strengthen the mathematical programme to include simple addition and subtraction; and to develop the assessment process to ensure observations identify children's next steps in learning and these are used to inform future plans. Staff have developed the assessment and observation processes to include children's next steps in learning. They are providing appropriate opportunities for children to begin to explore sounds and letters, and to begin to develop an understanding of addition and subtraction. Children are regularly using musical instruments

and a wider range of resources have been provided to promote children's understanding of information, communication technology.

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):

- continue to develop planning for Birth to three matters
- update the complaints procedures in line with the revised National Standards.

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 the planning for creative development to include more opportunities for children to participate in music and movement.

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