

Little Jewels Pre-School

Inspection report for early years provision

Unique Reference Number	140434
Inspection date	20 April 2007
Inspector	Gulnaz Hassan
Setting Address	St. Paul's Church Centre, Cavendish Road, London, N4 1RW
Telephone number	020 8341 2733
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Registered person	Little Jewels Pre-School Ltd
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?

Little Jewels Pre-School was registered in 1996. It is a privately owned establishment and operates from St Paul's Church hall in the London Borough of Haringey. The pre-school consists of a large open plan hall, kitchen, toilets and office. All children share access to a secure enclosed outdoor play area. The group serves the local community. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year.

The pre-school is registered to care for 26 children from 20 months to under five years.

There are currently 24 children aged from 20 months to four years on roll. Of these nine children receive funding for nursery education. The setting supports a number of children who speak English as an additional language. Children attend for a variety of sessions.

The nursery employs eight full time and part time staff. Of these three including the manager hold appropriate early years qualifications and two who are working towards a qualification. The group receive support from the Early Years Development Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted and the setting takes positive action to ensure that the spread of infection is prevented. For instance, there are good procedures in place to ensure that nappy changing routines are hygienic. Children are learning about the importance of hand washing, children know the routine well and need little encouragement to wash their hands before meal times and after using the toilet. There are good procedures in place to ensure that children's safety is ensured in the event of accidents or illnesses.

Children are provided with a healthy range of meals and snacks. Lunch menus are well balanced and are made from non processed ingredients and ensure that children's individual dietary requirements, for instance with regard to religious needs are met. A vegetarian alternative is available everyday, recipes include whole-wheat pasta with a vegetarian or meat sauce and chicken or vegetable casserole with pilaf and bread. Children enjoy serving themselves at meal times from the centre dishes at each table and staff ensure that children are able to enjoy their snacks and meals at their own pace. Breakfast and tea time snacks are available to children and these consist of fruit and vegetable sticks with toast or sandwiches. Children have easy access to water through out the day.

Children have good opportunities to develop their physical skills. For instance, children enjoy a range of exercise programmes that include music and movement, gym and sports classes that are brought into the provision by 'Tots in Sports' who provide extra curricular activities on a weekly basis. Children also ride bikes, throw and catch balls, use hoops and have access to balancing equipment and obstacle courses in the outdoor area. Children have further regular opportunities to play in the fresh air by visiting the local park and London Fields.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is generally well ensured. For instance there are good risk assessments in place to ensure the security of the premises and include good procedures during outings to parks and the library. Children are well supervised at all times. However the inconsistencies in recording the children's attendance means that there is risk to children's safety as their presence is not accurately and promptly recorded.

Children are well cared for in secure and suitable premises. The range of resources and equipment available are satisfactory and easily accessible to children and there are good systems in place to ensure that these are safe and are cleaned on a regular basis. Some aspects of resources available to children are limited, for instance the book provision in the book corner is limited in range and variety and a full range of activities to promote all areas of learning and play is not frequently available as staff do not put these out.

Children's welfare in the event of child protection concerns are well ensured. Staff are fully aware of the procedures and of their responsibilities. There are good systems in place to ensure that the appropriate authorities are alerted promptly if there are concerns about children's welfare or if there are allegations about staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children under the age of three years make sound progress in their development. Although staff have received training in Birth to three matters this element required to help improve outcomes for young children has not yet been fully incorporated into the planning and practice. Children enjoy story telling and looking at books in small groups in the book corner. During circle time children engage in a discussion about spring thus reinforcing the current topic they are learning about. However, children become restless during circle time which is too long and not planned well enough to engage children's interest. Children enjoy pretend play in the home corner, for instance they pretend to cook eggs and tell me they are making 'boiled eggs'. Children engage in imaginary play, they iron clothes and hang each piece of clothing carefully using hangers. Children enjoy creative activities such as painting and collage and cold cooking activities when children make ice lollies and butter their own crackers. Children enjoy visits to the shops to buy fruit or to the library to borrow books. Although a satisfactory range of activities and free play are available children do not benefit from a full choice and range of activities on a daily basis. For instance one form of creative play, such as painting or gluing is available each morning and afternoon, although children would benefit extensively from having free access to the full range of creative activities in the form of free play at all times.

Nursery Education

The quality of learning and teaching is satisfactory. Children make sound progress towards the early learning goals as staff have a fair understanding of the Foundation Stage. The planning and assessment is adequately balanced across the six areas of learning although detail across the individual aspects is broad. Information is gained from observations about what children can do and some staff are more skilled in identifying how to help children move on to the next steps in their learning. However, it is not clear from the planning and assessments if children are being helped to move forward. The focus for planning adult directed activities is generally broad and does not differentiate between the different levels of children's development or their individual needs. Although staff plan at least two daily activities these are relatively simple and not sufficiently challenging for the majority of able four year olds in the setting.

Children enjoy exploring the areas of learning, such as knowledge and understanding of the world through a number of themes and topics. For instance, children learn about nature and the living world through activities linked to the current project about 'spring' by discussing the different types of flowers that produce blossom. This activity is then extended by showing children books and pictures of flowers and plants. Creative development is satisfactory and is generally based on cutting, sticking and working with paint. However, this aspect of children's creativity is limited by the predominant use of work sheets. For instance, children will colour in, paint or stick on pre-drawn pictures. Some aspects of mathematical development such as counting, numbers in every day life and matching numbers and units feature in activities and in planning on a daily basis whilst other aspects of maths such as calculating and working with space, shape and measures are a less regular aspect of mathematical learning.

Children demonstrate good levels of personal and social development, for instance they display very good self help skills at meal times, in the bathroom and when getting ready to go outside. Children develop a good appreciation of the differences in culture, religion, race and ability, through discussion, books, story telling and extra curricular activities promoted by parents. Children clearly care for each other, they gather around to comfort a distressed friend and she in turn shares raisins she has brought from home with the other children.

There are general weaknesses in areas of the curriculum. For instance, the freely available books in the book area are limited in range and number. A more interesting selection of books that help to promote and encourage the enjoyment of books and reading are only available at certain times during the day and under adult supervision. Children's access to a computer and keyboard is not available all the time or on a daily basis and the programmable toys available are not sufficiently challenging for children in the Foundation Stage. This limits the development of children's IT skills and knowledge and understanding of the world.

Physical play is well developed and is planned for adequately within the pre-school curriculum. Children also have opportunities to develop their physical skills through extra curricular sports activities that are available on a weekly basis. Children are developing awareness of how exercise and food contribute to a healthy diet and life style through activities linked to relevant areas of learning.

Helping children make a positive contribution

The provision is satisfactory.

Children at the setting are valued and helped to feel good about themselves as a result children are happy and confident and have very good levels of self esteem. Children's ethnic origin, religion and cultural background is respected and promoted well within the setting. The setting utilises the expertise of parents to help develop children's understanding of culture and languages, for instance a parent gave children a demonstration of Egyptian dance and talked to children about costumes worn in the Middle East and about music from Egypt and North Africa. Children's individual needs are met at very good standards. For instance staff know children very well and judge accurately when children are tired and want an earlier nap time. Children are encouraged to feel wanted and to have a good sense of belonging, for instance children who arrive at the pre-school after attending school in the morning enjoy a later lunch with a member of staff rather than sitting down to a solitary lunch. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good and staff manage behaviour well. Children share and take turns, for instance at meal times children wait patiently as each child serves themselves. Children play well together and they are familiar with the 'golden rules' of the setting which encourage positive behaviour. Staff help children to understand why discriminatory remarks and some aspects of behaviour is unacceptable. Due to positive skills displayed by staff negative behaviour, such as the use of bad language is resolved quickly and appropriately to the satisfaction of parents and children.

The partnership with parents and carers is satisfactory. A notice board displays necessary and relevant information to parents, for instance about staff qualifications and a further board has a display about the planning for children's learning and the foundation stage. An informative newsletter is issued to parents monthly and this includes information about children's activities. Parents receive daily feedback about their children and staff complete daily log sheets to ensure that daily information about children, such as sleep times, nappy changing and activities enjoyed are accurately communicated to parents. Formal meetings with parents to discuss progress and development are less frequent. It is clearly evident that the setting responds promptly and appropriately to complaints from parents, however information to parents about Ofsted's role in addressing and investigating complaints is not sufficiently or clearly promoted. This is a partial breach of regulations and the setting has been set a recommendation as a result of this breach.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom they provide. The recruitment and vetting procedures for staff and volunteers are rigorous and this ensures that children are being cared for by staff who are suitable. The daily attendance register is not consistently completed or checked by staff to ensure that attendance is accurately recorded. This is a partial breach of regulations and has been discussed with the setting.

There is a good range of policies and procedures available and these are accessible to staff and parents. All records and consent forms are regularly updated to ensure the safety and welfare of children. The setting is well informed about the significant events that require Ofsted notification and the certificate of registration is displayed as required. The setting ensures that the required number of qualified adults work with children at all times

The leadership and management is satisfactory. The management of the setting is aware of most of the strengths and weaknesses of the setting. Although there are regular staff meetings, these focus largely on general practice and business. The systems for offering individual staff support are not fully developed and as a result there are inconsistencies and strengths and weaknesses amongst staff practice, for instance with regard to record keeping in the Foundation Stage. General weaknesses are reflected in the planning and practice of the setting, such as the lack of detail with regard to the early learning goals and the inconsistent evaluation of observations and assessments.

Improvements since the last inspection

At the last inspection the setting was asked to maintain fire equipment appropriately and to develop the record keeping with regard to accidents and medication administered. These recommendations have been met well and the health and safety of children has improved as a result. The setting was asked to provide parents with progress reports on their children's development, this recommendation has been met to a satisfactory standard. The setting was also asked to register children's times of arrival, to update the complaints procedure and to improve the systems for observations, assessments and planning. These recommendations have been met to an adequate standard although further improvement is required.

Complaints since the last inspection

Since 1 April 2004 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 that children have access to a full range and variety of daily activities, including books and creative play
- improve outcomes for children under three by using an approach in line with Birth to three matters
- ensure that the complaints procedure available to parents contains details about Ofsted as the regulator
- ensure that the daily register accurately documents the attendance of 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 methods of assessment and observation to inform planning for the next steps in children's development and their individual needs
- promote outcomes for children by incorporating all aspects for each area of learning into the system for planning
- develop children's opportunity for creativity and learning by limiting the use of work sheets and pre-drawn pictures

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