

# PINNER CENTRE PRE-SCHOOL

Inspection report for early years provision

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**Unique Reference Number** 509096

**Inspection date** 22 May 2007

**Inspector** Victoria Vasiliadis

**Setting Address** Pinner Youth & Community Centre, Chapel Lane Car Park Chapel Lane,  
Pinner, Middlesex, HA5 1AA

**Telephone number** 020-8868-8865

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**Registered person** The Committee of Pinner Centre 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](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 Centre Pre-School was registered in 1992. It is run by a parents' committee and operates primarily from the main hall of the youth & community centre building in Pinner.

The group is registered to provide care for a maximum of 25 children aged between two and five years and operates during term-time only. There are currently 37 children on roll. This includes 31 funded children. The setting supports children with learning difficulties and with English as an additional language.

The group opens Monday to Friday during term-time only. Sessions run from 09.15 to 11.45, this is currently extended to 13.15 on Wednesday for children in the rising fives group. Children attend for various sessions.

One full time and eight part time staff are employed, there are five staff present at every session. Of the nine staff employed, five hold relevant early years qualifications and two are working towards higher qualifications.

The group has regular volunteers and parents attend sessions on a rota basis. The setting receives support from the local authority and the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health within the setting is supported appropriately by staff who have a good knowledge of the provision's health and hygiene procedures. The hygiene procedures maintained enable children to be cared for in an environment that reduces the risk of infection. For example, children do not attend if they are contagious and tables are wiped down before and after snack-time.

Children 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 snacks. All the required documentation pertaining to children's health and welfare is in place and up to date. Parents' signatures are consistently sought when recording accidents and when administering medication.

Children benefit from a healthy diet. They enjoy snacks that are well-balanced such fruit, raisins and plain biscuits. Staff are aware of the children's special dietary requirements and are vigilant in ensuring these are met to ensure children remain healthy. Snack-time is well organised enabling children opportunities to sit with their peers and engage in conversations.

All children develop and extend their physical skills through well planned indoor and outdoor activities. They are supported well and encouraged to have new experiences. The funded children develop a positive attitude to physical exercise, which is enjoyed on a daily basis. Children show great delight and excitement when playing outside. They enjoy rolling hoops down the slope, catching and throwing balls and playing basketball.

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

The provision is satisfactory.

Children are cared for in a suitably organised environment that is comfortably furnished and equipped, enabling children to make use of space that is available. Children are able to move around the environment safely and freely. However, children's independence skills are not sufficiently promoted as they have limited opportunities to practise self help skills. For example, children are unable to access the adult sized toilets and basins without the assistance of an adult.

Children's risk of accidental injury is minimised within the setting which has good safety and security precautions. Children are well supervised and are always in sight or hearing of the staff team. They are kept safe by the effective use made of the risk assessments and the positive steps taken to minimise hazards, both inside and outside. For example, high handles are fitted to the entrance door, socket covers are fitted to unused plugs and fire fighting equipment is maintained. Staff ensure children access toys and equipment that are safe, in good condition and are regularly checked.

Children are well protected from possible abuse or neglect. Staff are aware of the setting's child protection policy and have a clear understanding of the reporting procedures if abuse is

suspected. The setting has in place clear and concise written records which staff must familiarise themselves with to ensure the safety of the children in their care.

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

The provision is satisfactory.

Children under three years are engaged throughout their time within the setting, in general they play happily with each other and are encouraged to share and take turns. However, children of all ages have very few opportunities to promote their independence skills, they are only able to make choices from the resources set out for them by staff each day, some of which are similar to the previous day.

In the main, children partake in a range of activities that are stimulating, age appropriate and fun. For example, many of the children thoroughly enjoyed dressing up as 'Bob the Builder', princesses and fairies. The veterinary surgery is particularly well used by the children who take great pleasure in this activity.

#### **Nursery Education:**

The quality of teaching and learning is satisfactory. Staff have a satisfactory understanding of the Foundation Stage curriculum which enables them to plan and provide a range of activities. Staff conduct regular observations of the children's development which are linked to the stepping stones and identify the next steps in children's learning. Planning is in place and in the main is linked to the six areas of learning identified in the Foundation Stage curriculum. However, short-term planning does not consistently identify the six areas of learning.

Children are actively engaged in their play and activities throughout the session. Children interact appropriately with adults and each other, generally playing co-operatively. They show concern for each other and enjoy the responsibility of helping and comforting the younger children. For example, one of the older boys reassures a new girl by giving her a hug and holding her hand as he directs her from the outside area to the inside area.

Children are confident speakers and engage in conversations with each other and adults. They take pleasure in looking at books independently and in groups and treat books with care. For instance, the children thoroughly enjoy listening to the story about the house which is 'a squash and a squeeze'. The children are actively involved in the story as the member of staff makes the story fun and interesting for the children.

Children are developing their fine motor skills, they use a range of tools appropriately and safely. For example, scissors, paintbrushes, pencils and threading cards which help them to develop good hand eye co-ordination and early writing skills. There are many opportunities for children to be spontaneous in their writing and encouragement is given to children to write for a variety of purposes, such as in the vets and when drawing and mark making with the chalks in the outside area.

Children have some experience of numbers and mathematics as they explore numbers from 1-10 and they engage in very basic addition. However, children have too few opportunities to investigate mathematical language such as shape, height, size, position or quantity within their environment. They also have limited occasions in which they can use their ideas and mathematical language to solve practical problems.

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

The provision is good.

Children are provided with a range of resources and visual images that reflect positive images such as puzzles, dolls, books, posters and photos. These resources are beginning to increase the children's awareness of diversity and understanding of others within the wider community. The setting has a sufficient understanding of the needs of children with learning difficulties and/or disabilities. There is a Special Educational Needs Co-ordinator worker present and written policies are in place to support practice.

Children's behaviour is managed in a sensitive and calm manner. Staff respect the children's individual needs using appropriate methods that take account of the child's age and understanding. This positive approach influences the children's behaviour, which in the main is calm and relaxed. Children have an understanding of the boundaries and behavioural expectations of the setting. For example, they are very aware of the five minute warning bell that indicates that 'tidy up time' will take place. This practice allows the children sufficient time to complete any activities they have started. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Staff have established effective communication systems with parents both verbally and written. For example, staff exchange information with parents and carers on a daily basis about the child, parents are able to access their child's progress records and staff are available to speak to parents about their child at any time. Newsletters and an informative introductory booklet are shared with parents. In addition, information is provided to parents and carers about the Foundation Stage curriculum, the six areas of learning and notice boards hold information on planning for the Foundation Stage and the Birth to three matters framework.

## **Organisation**

The organisation is satisfactory.

The setting regularly shares information with parents to keep them informed about their child. This contributes to the continuity in the children's care. However, the setting does not have sufficient effective recruitment and vetting procedures in place to ensure that staff are suitable both mentally and physically to care for children.

Over half the staff working directly with children hold a recognised childcare qualification. Well deployed staff mean that children are supported in activities and clear policies and procedures ensure children's safety.

The leadership and management of the nursery education is satisfactory. The manager has a commitment to training and the professional development of staff. The staff team work well together, and as a result the children are settled and content within the setting. Planning is in place and in the main is linked to the six areas of learning identified in the Foundation Stage curriculum. However, short-term planning does not consistently identify the six areas of learning, the programme for mathematics has some areas of weakness and children have too few opportunities to promote their independence skills. The setting meets the needs of the range of children for whom it provides care.

## **Improvements since the last inspection**

At the last care inspection a recommendation was made relating to increasing opportunities for children's independence in relation to resources, making decisions and choices about their learning and to set their own challenges. This has not been effectively met and has again been raised as a result of this inspection.

The previous funded inspection raised recommendations in relation to children's opportunities to be spontaneous and independent when selecting materials and equipment; increasing the frequency for children to explore numbers and counting and to provide a range of musical experiences for children. The issues relating to independence and maths have not been fully met and have again been raised as a result of this inspection. However, children now have access to a range of musical experiences which has improved their creative development.

## **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):

- implement effective recruitment and vetting procedures to ensure that staff are suitable both mentally and physically to care for children
- increase opportunities for children to develop their independence and self-help skills in particular when attending to their personal needs and when accessing resources and equipment (also applies to nursery education)

#### **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 programme for maths to ensure children's mathematical experiences are enhanced through practical activities and everyday situations
- ensure short-term planning is consistently linked to the six areas of learning

- make improvements as indicated in the care section above.

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)