

Manor Gardens Pre School

Inspection report for early years provision

Unique Reference Number	131711
Inspection date	10 March 2008
Inspector	Kanwal Sonia Lobo
Setting Address	Manor Gardens Centre, 6-9 Manor Gardens, London, N7 6LA
Telephone number	0207 561 5261
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Registered person	Manor Gardens Welfare Trust
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?

Manor Gardens Pre School is a voluntary, committee run full day care provision. It has been providing sessional childcare since 1950 and has been registered to provide full day care since 2000. It operates from an open plan play area situated on the ground floor of the Manor Gardens Welfare Centre situated near the Holloway Road in the London Borough of Islington. A maximum of 24 children may attend the nursery at any one time. The group is open each weekday from 09:00 to 16:30 during term time only.

There are currently 24 children aged from two to under five years on roll. Of these 22 children receive funding for nursery education. The children attending come from the local community. The nursery currently supports three children with learning difficulties and/or disability and also a number of children who speak English as an additional language. The nursery employs six staff of whom three are part-time. All members hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from cross infection because staff implement some procedures to ensure this. For example, they disinfect and clean table surfaces after activities and at meal times shortly before they are used by children. There is a system for cleaning toys, furnishings and other equipment but this is not yet fully established or wholly effective. As a result, children sometimes play with toys which are not clean.

Children are making the connection between health and hygiene. They are encouraged to develop self-care skills as they, for example, wipe their noses with tissues which are easily accessible and dispose of the used tissues safely. Children are reminded to wash their hands after visiting the toilet or before having their lunch. However, arrangements to ensure that they always have clean hands before eating snacks does not form an integral part of their routine.

Children staying for lunch benefit from the freshly prepared food and most of them enjoy the variety of meals through the week. Children attending for a session enjoy a piece of fresh fruit or a biscuit as part of their mid morning or afternoon snack. Meal times are relaxed and considered a sociable occasion as children and staff eat together.

Children receive suitable first aid treatment in the event of an accident as some staff hold valid first aid certificates. The first aid boxes are easily accessible, the contents of which, are checked by a designated person. The staff report any items which need replacing and consequently this helps to ensure the first aid boxes are fully stocked. The record of accidents is well maintained and all relevant policies and procedures are in place for the administration of medication.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safeguarded through monitoring access to the setting. The risk of children leaving unsupervised or unwanted visitors gaining entry is significantly reduced through a number of effective measures, such as the display of polite reminders to keep main doors closed, staff vigilance and a restricted door code. Other systems for managing access to the setting are also being used to good effect, such as the record of visitors and the registration system for staff and children. Designated members of staff diligently record the times of arrival and departure for all children which results in an accurate record being maintained consistently.

The setting recognises the need to give fire safety appropriate priority and have sought advice from the fire safety officer as to the recommended frequency of drills. This in turn, has helped to ensure the patterns of children's attendance is reflected so that everyone has sufficient and equal chances of learning how to respond in the event of an emergency evacuation.

Children are learning about how to keep themselves safe as they, for example, learn about road safety. This is achieved primarily through staff working with the Islington 'Road Safety and Special Projects Team' and borrowing from them a range of 'Safer Steps' resources which are used regularly with the children. As a result, children's awareness of road safety has improved as staff help them to develop an understanding of potential dangers on the road and how to stay safe when they are near traffic, for example, through using the role-play equipment.

Children's safety and well-being is further safeguarded due to the sound knowledge staff have of child protection issues. There is a comprehensive policy and procedure for staff to follow should they be concerned about a child or in the event they are suspicious of staff or volunteers. There are clear reporting procedures which include key contact details within the pre-school along with a list of all the relevant contact details needed when making a child protection referral. Consequently, this helps in seeking advice or taking the necessary action quickly and efficiently in order to protect children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time spent at Manor Gardens Pre School. They arrive happily and settle quickly into the routine, making choices about their play and what they want to do next. Children readily participate in a suitable range of activities which are planned and set out for them. They interact well with staff and their peers, building positive relationships with them. They are confident communicators and express their basic needs without hesitation. Children have opportunities to experiment and explore various materials and textures as they, for example, enjoy the experience of handling the different ingredients and mixing these in order to make 'play dough'.

Most staff have attended training for the Birth to three matters framework but have a developing knowledge and understanding of how to implement it effectively. Staff endeavour to maintain written jottings of what they observe; they show willingness to formalise the information into written observations although this is not yet being achieved consistently for all children. The setting are working towards improving the planning, observations and evaluation of children's progress in order to facilitate and sustain individualised learning.

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals. The staff team have a sound knowledge of the Foundation Stage curriculum and consequently children engage in many worthwhile activities. Staff support children's learning through play by asking questions, but this is not always fully effective in extending the activities for the more able children. Evaluation and assessment procedures are being developed as they currently do not show the starting points in children's learning and how the next steps have been reached. Staff observe children regularly within their environment and use the same assessment process as with children under three years. Therefore written jottings are maintained which generally show what children are doing. However, written observations are not consistently evaluative and are yet to be completed for each child under all areas of learning. As a result, they do not clearly inform the reader of the progress that is being made.

There are some opportunities to strengthen self help skills and foster children's independence effectively during play and through some of the daily routines. For example, children visit the toilet independently or know where to get an apron when they need one. However, this is not extended to meal times and consequently children are not able to pour their own drinks. Children have regular opportunities for mark making, such as when at the chalk board or easel. However, they have fewer chances to write for a purpose as the environment is not always carefully planned to support this. Children show some interest in books as they, visit the book corner with staff to have stories read to them and look at books of their choice. Children have many opportunities throughout the session to recognise their own names and those of their friends as they, for example, identify from a list of names who is next in turn to use the computer or whilst registering themselves at 'circle time'. Children's creativity is well supported; they enjoy

singing and are keen to join in action songs, such as 'down in the jungle'. They frequently express themselves through a range of art and craft activities, such as drawing and colouring, painting and sticking. Although children currently show little interest in the role play area and seldom visit the 'M.G Supermarket' they do mimic the world around them as they frequently play with the small world figures. Children have some opportunities to find out about and identify the uses of everyday technology and use programmable toys to support their learning. They are keen to use the computer and are able to use the mouse with increasing control. Some children clearly enjoy the many chances to build and construct and spend time making models out of Lego and wooden blocks. Children learn to count through a range of practical activities. They explore size and shapes, numbers and sort by colours. They notice changes as they, for example, describe the different shades of colour when they add white to darker coloured paints. Children participate in suitable physical activities. They have regular chances to use a variety of tools which helps to improve their fine motor skills, such as cutters and rolling pins when using play dough. Whilst indoors, they also enjoy the opportunity to be involved in some energetic exercise as they, for example, use the slide. However, the outdoor activities which involve children taking part in more vigorous exercise are planned weather permitting and this means, during the winter months they have fewer chances.

Helping children make a positive contribution

The provision is satisfactory.

In the main, children are well behaved. They respond positively to staff requests, for example, not to run whilst indoors or use the slide whilst holding a toy. Staff have a consistent approach to managing children's behaviour and as a result, on occasions where they do require more support and attention, the situation is resolved quickly and effectively. Children clearly benefit from the one to one discussion, which helps them to understand their actions. As a result, children's spiritual, moral, social and cultural development is fostered.

Children are developing an awareness of each others' similarities and differences as they interact and play with their peers and staff from a range of backgrounds. They access adequate resources, such as dolls, books and puzzles that reflect positive images and which form an integral part of their play and learning experiences. This helps to further promote an awareness of the similarities and differences in beliefs, disability, race and culture.

Children with learning difficulties and/or disabilities are well cared for. Staff sensitively encourage children to participate in all activities on offer. For example, children with hearing difficulties take part in singing during 'circle time' as staff and children sing a number of action songs so that everyone can join in. Staff communicate particularly skilfully during this time, as they help children to express themselves using gestures, facial expression, eye contact and body language. Staff are keen to further develop their skills in this area and have enrolled to undertake training in how to use 'Makaton' effectively. Staff work closely with the parents and other professionals, liaising regularly and meeting to plan for and meet the individual needs of the children.

Partnership with parents is satisfactory. Children benefit from the regular communication the staff have with their parents. They are warmly welcomed into the setting and are able to discuss with staff any issues relating to the care of their child. Parents receive some useful information about the setting via the news letters and the parent notice board, such as the weekly menu. Upon request, they can access their child's profiles and the setting's policies but information about how the children are taught the Foundation Stage curriculum is limited. Systems to encourage parents to participate fully in their child's learning are evolving. The setting are

considering how best to share with them their child's individual learning priorities under the six areas of learning. Although parents receive a transition report that details their child's progress, this is provided at the end of the placement. Consequently, parents have fewer formal chances to learn about the progress their children make in all areas whilst attending the setting.

Organisation

The organisation is satisfactory.

The organisation has overlooked the statutory requirement in regulations to notify Ofsted of significant changes to the management committee of Manor Gardens Welfare Trust. Consequently, the regulator has been unable to carry out the necessary vetting procedures. However, they now recognise that this has been an oversight and intend to follow the appropriate procedures.

The setting is sufficiently organised to enable children to feel comfortable and settled within the environment. Staff are appropriately deployed and the minimum ratios are currently maintained.

The space is generally used well to meet the individual and basic needs of the children attending. They have adequate space to move freely and explore their surroundings. Most children respond well to some of the firm routines in place, however, at times they do not fully benefit from them. For example, children that attend for the whole day are currently all encouraged to rest at the same time. Consequently, some children are disengaged as they lay awake whilst some staff are then able to deal with organisational tasks or take their lunch breaks. This means the individual needs of children are not always fully considered.

Most of the required documentation is in place. However, written parental consent has not been obtained for the seeking of urgent medical advice or emergency treatment. Although some policies, such as the complaints procedure have been reviewed and reflect up-to-date information, others are in need of updating. Documentation is generally well collated, but not always immediately accessible.

Leadership and management of the setting is satisfactory. The staff work well together to ensure the delivery of the routine. They have a strong commitment in attending training in order to keep up-to-date with changes and new childcare frameworks. For example, some staff are in the process of attending training sessions for the Early Years Foundation Stage in readiness to strengthen their knowledge of the new framework. The manager is able to identify areas of improvement and has sought help from the local authority in order to improve the planning and assessments for children. Systems for monitoring, reviewing and evaluating the effectiveness of the nursery education are developing.

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

Improvements since the last inspection

Since the last inspection, most records, policies and procedures have been maintained to include the required detail. However this remains an area for improvement as written parental consent is yet to be obtained for all children and the written statement on behaviour management does not include bullying.

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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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):

- establish an effective system for cleaning toys, furnishings and other equipment.
- continue to help children make the connection between good health and hygiene, for example, through ensuring that they always wash their hands before eating.
- review the quality of observations, planning and assessments in order to follow clearly the progress children make, by using an approach in line with the 'Birth to three matters' framework.
- review the routines in place to ensure that they take account of the individual needs of children.
- obtain prior written parental consent for the seeking of urgent medical advice or emergency treatment.
- notify Ofsted of significant changes or events.

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):

- improve the systems in place for the recording of children's assessments so that observations are completed consistently across all six areas of learning in order to help them make progress in all aspects of their learning.
- identify children's starting points and use these to inform future planning and assessments.
- continue to develop the planning, ensuring that activities are sufficiently extended to support the development of more able children.

- continue to improve and strengthen the partnership with parents and carers by providing them with useful written information about the Foundation Stage curriculum and sharing their child's learning priorities to enable effective consultation.

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