

South Ealing Pre-School

Inspection report for early years provision

Unique Reference Number	118173
Inspection date	15 June 2007
Inspector	Susan Elizabeth Tovey
Setting Address	Ealing Christadelphian Hall, Dorset Road, South Ealing, London, W5 4HX
Telephone number	0850 624631
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Registered person	South Ealing Playgroup
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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

South Ealing Pre-School opened in 1967 and was first registered 1993. It operates from a large hall in the residential area of South Ealing. Children come from the local and wider community.

There are currently 41 children. This includes 13 funded children. Children attend a variety of sessions. The setting supports children with learning difficulties and disabilities and who speak English as an additional language. The pre-school opens for five days a week during school term times. The sessions run from 09:45 until 12:00. All children share access to a secure enclosed outdoor play area.

There are six staff members employed to work directly with the children. Four members of staff, including the play leader hold appropriate early years qualifications and two are currently attending training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn good hygiene practices as part of their daily routine. Most children are independent in their self-help skills whilst staff provide appropriate levels of support for younger children as they are developing ability to do this. Children wash their hands at appropriate times and understand the reasons for doing so. Many children put on aprons for messy play and outdoor clothes, often persevering to do this independently. There are suitable procedures in place to ensure good standards of cleanliness and to promote good hygiene throughout the pre-school and thus minimise risk to children. Most staff members have relevant first aid training and the children are well cared for due to efficient procedures in place for first aid, accidents and medication, all of which are shared with the parents.

The children are provided with healthy snacks. Their individual dietary needs are clearly known and followed by the childcare staff. Snack-times are well organised. The children sit together at small tables to eat in a relaxed and social atmosphere. The staff encourage the children to engage in conversation with their peers; as a result the children are increasing their social skills. However, the children's independence at snack-time is limited, as they do not have the opportunity to serve themselves or pour their own drinks.

Children are developing a positive attitude to exercise, which is enjoyed on a daily basis. Children show great delight and excitement when playing outside in the fresh air. They have fun running around freely around the garden, they play with their friends, pedalling their bikes and cars with great confidence on the paved area. Children have opportunities to practice their physical skills on the climbing frame and balancing apparatus, developing co-ordination when balancing, climbing and jumping. playing ball games and participating in music and movement sessions. Children use a range of equipment and practical life exercises, to develop competent small motor control. They use crayons, pencils, scissors and glue spatulas during their art and craft activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the welcoming surrounding as staff greet them and their parents warmly. This ensures they feel secure and content. Space is well organised and used effectively to allow children opportunities to be active, engage in table top and floor activities. However, since the recent refurbishment of the building the pre school cannot display children work and information regarding the pre school on the walls. The notice boards previously used have not been replaced. Staff supervise children well and their use of risk assessment and appropriate safety measures help to identify and minimise areas of potential risk to children. There are good security arrangements in place. Children are unable to leave the premises unsupervised. The pre-school has an effective fire evacuation procedure and children regularly participate in fire drills.

The children are cared for in a safe and secure environment. Children are kept safe as good systems for addressing safety issues are in place. They conduct regular checks to ensure that the children can enjoy an environment and equipment that is well maintained and appropriate for children's age and stage of development. All the furniture and play equipment is clean and in good condition to ensure children are not harmed. In addition, children are effectively supervised as correct ratios are maintained and staff are effectively deployed. Children are

learning to keep themselves safe too. They are taught not to run around in the pre-school as they may fall over and hurt themselves.

The children's welfare is safeguarded because the staff have a secure understanding of child protection issues and confidence to follow correct procedures to protect children from harm or neglect. Effective systems, such as the collection of children and records of visitors have been implemented.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children settle well into the pre-school and are confident in the routine. They enjoy warm relationships with other children and with adults, which contributes to their sense of belonging. The staff are friendly and the children approach them freely. The young children are excited by the activities provided and they are well motivated to explore and learn. Children spend their time purposefully. For example, they paint, use their imagination as they play in the home corner and office, make dinosaur biscuits and play musical instruments together. Staff work together to plan activities which will give all children opportunities to develop their skills. The staff have some knowledge and understanding of the Birth to three matters framework and they maintain a record of the children's progress. The staff set out activities in an attractive way, to capture the children's interest.

Nursery Education.

The quality of teaching and children's learning are satisfactory. The staff are familiar with the Foundation Stage curriculum. The staff are developing their use of planning, to ensure that the children are presented with a variety of activities that have regard for all areas of learning and which focus on specific outcomes. The staff collate information about the children's achievements through observation and assessment. Staff's opportunities to display and show that the children's work is valued is limited at the present time due to the lack of wall space allotted to the pre school. The children's attitude to learning is positive and they make choices in their play from the activities offered. They concentrate well during routine activities, such as story time. Children negotiate well with one another, making their own suggestion whilst playing in the kitchen washing the fruit and extending the train track to make room for extra trains and carriages.

The children are very confident and self-assured. They are secure in their relationships with adults and interact positively with other children. They are independent in their self-care skills, with most children able to put on their own outdoor clothes and aprons for painting. Children are familiar with the daily routine and they follow this well. Staff develop their vocabulary by asking open-ended questions. Children enjoy looking at books, both individually and in small groups. They handle books correctly and are aware that print and pictures carry meaning. The children's interest in early reading is supported by good labelling around the pre-school. Children have some opportunities to explore mark-making as they write notes on the clip board in the office. However, there are missed opportunities during daily activities to encourage children to write for a purpose.

Children are confident in the use of numbers and are able to count to ten and beyond during action games and cooking. They recognise numerals and shapes, are able to match pattern,

weigh and measure. Children have opportunities to build and construct with a range of objects and materials. Children talk about their families and special events and show an awareness of time. They discuss the weather and understand why they need to wear rain coats and boots to play in the rain and sun hats when sunny. Children are learning about their own beliefs and those of others as they participate in food tasting and activities for different festivals such as Chinese New Year. Through these planned activities the children are becoming aware of cultural, religious events and customs of countries around the world.

Children demonstrate good spatial awareness when playing outside using wheeled toys, as they adjust speed, change direction and avoid collisions. The children develop their fine muscle movement as they cut with scissors, manipulate play dough with their hands and use the range of tools available to them. They enjoy joining in games where they use their imagination and act out stories. The children take part in many art and craft activities, the materials are laid out and children are encouraged to make independent choices and explore free creativity.

Helping children make a positive contribution

The provision is good.

The setting is welcoming and children attend from a variety of ethnic backgrounds. Children who have recently joined the setting have settled well. They have developed positive relationships with the staff and are keen to talk with them and ask questions. Children learn about themselves and the wider world through planned activities and discussions, for example, around a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. Children are caring towards one another and recognise that they each have different needs. This positive approach fosters children's social, moral, spiritual and cultural development. Staff have experience of supporting children with learning difficulties/disabilities and work in close partnership with parents and outside agencies to meet individual needs.

The children's behaviour is very good; they know what is expected of them and are clear about what is right and wrong. They have a good understanding of the boundaries and behavioural expectations of the pre-school and share and take turns well. Children are learning to be polite to one another through the positive role models provided by the staff, who encourage the children to say please and thank-you. The children are confident and show good self-esteem, responding well to praise and encouragement.

Partnership with parents is good. Children benefit from the friendly interaction between staff and parents. Children's individual progress and achievements are discussed and shared through regular reviews. Detailed information about the pre-school and the service it provides is always available. Parents are well informed of the pre-schools policies and procedures. Parents' spoken to on the day of the inspection are very happy with the care, education and the progress their children are making.

Organisation

The organisation is satisfactory.

Children are looked after in an organised, welcoming environment. Staff are aware of their roles and responsibilities and work together well as a team. Members of staff also have additional responsibilities for specific areas to ensure that there is continued development. Children are

cared for by staff who are supported by clear routines and planning. Children benefit from the good adult to child ratio with staff who interact with the children effectively at all times. Staff give children support and encouragement, as a result they are secure and confident. Staff meet regularly to plan and evaluate their practice and undertake future planning.

Leadership and management are satisfactory. The session is planned to ensure that children have sufficient opportunities and make full use of the premises. Staff show a commitment to the pre-school and extending children's learning and have regular opportunities to plan for their needs. All staff have access to core training with two staff members attending external training to gain early years qualifications. The provider contributes to the development of action plans, which identify areas for improvement.

Suitable recruitment and vetting procedures are in place. This ensures that children are protected and cared for by adults who have appropriate experience, knowledge and skills. All required documentation in relation to the children in secure storage ensures that personal information is kept confidentially. A comprehensive range of policies and procedures are in place. The setting meets the needs of the range of children for whom it provides.

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Children are developing a positive attitude to exercise, which is enjoyed on a daily basis. The setting has a large outdoor play space. Children have opportunities to practice their physical skills on indoor equipment and balancing apparatus. They are developing co-ordination when balancing, climbing, playing ball games and participating in music and movement sessions. Children use a range of equipment and practical life exercises, to develop competent small motor control. They use crayons, pencils, scissors and glue spatulas during their art and craft activities. Leadership and management are satisfactory. The session is planned to ensure that children have sufficient opportunities and make full use of the premises. Staff show a commitment to the pre-school and extending children's learning and have regular opportunities to plan for their needs. All staff have access to core training with two staff members attending external training to gain early years qualifications. The provider contributes to the development of action plans, which identify areas for improvement.

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Improvements since the last inspection

At the last inspection, the setting was asked to develop the range of musical activities offered to children. Children now take part in regular music and movement sessions. A large selection of age appropriate musical instruments has been purchased. This enables all children can participate together as a group which develops their creative skills..

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 increase children's independence and responsibility

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):

- provide display areas to enable children the opportunity to have constant access to the written word, numerals, informative posters and their own art work.
- increase children's opportunities to develop mark-making
- develop staff's knowledge and understanding of how to extend children's learning in all six areas of the curriculum.

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