

Fisherton Estate Pre-School

Inspection report for early years provision

Unique Reference Number	135038
Inspection date	18 October 2007
Inspector	Arda Halls
Setting Address	Community Centre, Selina House, Fisherton Estate, London, NW8 8LP
Telephone number	020 7723 2207
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Registered person	The Committee of Fisherton Estate 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.

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?

The Fisherton Estate Pre-School opened in 1990 and was registered with Ofsted in 2001. It operates from the first floor of a community centre in The Lisson Green area of the London Borough of Westminster. A maximum of 10 children may attend the pre-school at any one time. There are currently nine children aged from two years to under five years on roll. Of these six children receive funding for nursery education. Children come from the local community. The pre-school is open each weekday from 09:30 to 12:00 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area adjacent to the pre-school and within easy walking distance.

The pre-school currently supports children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery employs three staff, of these two, including the supervisor hold appropriate early years qualifications and one member is working towards a qualification.

The pre-school is affiliated to the Pre-School Learning Alliance. The pre-school receives support from the Local Authority. The method of teaching is children learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted as the nursery takes positive steps to promote good health such as encouraging them to wash their hands as part of the daily routine. All members of staff have current first aid qualifications and are well versed in emergency first aid measures. The first aid box is well stocked and the accident book is appropriately filled out and signed by parents. An effective policy for sick children is in place which helps to protect children. Children learn about their bodies and how to keep healthy as they run around in the playground climbing on frames and ropes and skipping as they play games. As a result, they are making good progress in their physical development.

Children enjoy healthy meals because the pre-school provides a healthy and balanced snack each morning. Children enjoy hot buttered whole wheat toast or a selection of fruit. Children are served healthy drinks such as milk, water or blackcurrant juice, however they are not involved in preparing the snack or pouring the drinks. This means children are not practising the skills used in pouring drinks or cutting up fruit which does not encourage their independence. Staff sit with children during snack times and this is a relaxing and social occasion.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The physical environment is warm, welcoming and secure. Children can play safely in this small but intimate environment as their first experience away from home. Good use is made of all the space which includes a small office and adjoining children's and adult toilets. The walls of the staircase are put to good use to display information for parents and children's art work. A large welcome poster greets families with a welcome written in many languages. This provides a stimulating atmosphere as you enter the pre-school.

There is ample furniture for children to rest, eat and play comfortably such as a child sized sofa, chairs and tables. Resources are clean, well maintained and age appropriate. Children can access resources independently as everything is available at their level. Children move around freely and constantly make choices as to what they wish to do.

Children are protected from harm because staff ensure that children are supervised at all times. Children learn about keeping safe as staff warn them of any dangers such as being careful on the stairs. Staff also ensure that any water spilled at the water tray is quickly mopped up to prevent slipping. Risk assessments are regularly done and fire drills are carried out periodically. Care is taken to ensure that the fire exit is kept clear, however the fire extinguisher has not been checked since May 2005.

Staff have a good understanding of safeguarding children and have an appropriate procedure in place which takes into consideration local safeguarding children board's latest advice. Staff are understanding of the importance of keeping accurate records and are knowledgeable of who to contact if there should be any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages come confidently into the pre-school and settle quickly into familiar routines. They form strong trusting relationships with staff and play happily alongside other children. They are very confident in making choices and concentrate for long periods at their chosen activities, showing great interest and a desire to learn. Children are learning through their play. This is an effective way to promote children's independence and encourage individual development. Children as young as two years explore a stimulating learning environment. They are familiar with the small and intimate setting which means they are able to find their own resources for activities and put things back where they belong. They enjoy looking at books, exploring musical instruments and painting. They are able to access tools to work with play dough and play with water and sand for extended periods of time. Staff support their explorations and encourage conversation which develops language and communication skills. They keep accurate observations of the children's work and plan activities to ensure their progress.

Nursery Education:

The quality of teaching and learning is good. Children are learning to become skilful communicators. They know how to ask for specific programmes on the computer and they display good skills as they negotiate around the computer programmes. They use the mouse with great dexterity and they learn how to share when a programme is particularly popular. Children learn that letters have meaning as they listen to staff explain that S stands for salt and P stands for pepper in the story. They talk about different characters in the programme that are hiding and they learn to find them. They delight in this play and they laugh whole heartedly.

Children are learning about crossing the road safely. They learn that one red character in a story means stop and another means 'hold hands'. The learning is extended as they learn that they must stop at the curb. They also learn about shapes such as circles and triangles and they talk about them with great confidence.

Children select and lead their own learning as they go from one area to another in the pre-school. They experience good quality role play in the home corner as they play at making pizzas and taking one another's orders of what food they would like to eat. They are learning terms such as 'a full English breakfast' as well as which foods are Halal as Eid is being celebrated. Children learn to sort out the different play fruits and vegetables and they learn how to wash up and put things away as the make believe meals are finished.

Children's activities are effectively organised on a weekly basis and clear plans are on display to inform parents what is happening and how their children are learning. Staff have the birth to three framework in place and update their knowledge of this age group with the use of teaching videos and through staff discussions. Children are forming close relationships with the staff as they come into the pre-school eagerly and ask to sit beside their key workers. Children look happy and secure in the setting. They smile and settle into their play well, they are quick to engage in play of their choice. Children's learning is well promoted and supported by a committed and knowledgeable staff. Staff work with the children to promote their learning as they find their name cards first thing in the morning. They help the children colour and have lengthy discussions about their work. The children are delighted as they are praised for their good work. This makes children feel confident. They are also confident to speak in front of

others and very confident to express their needs. They do not hesitate to say they need an apron when they want to play with water.

Children's families are recognised as some of the art work is made for them. Children are encouraged to behave well at circle time and they learn about each other's celebrations such as Eid which is being celebrated now for the end of Ramadan.

Children's self confidence blossoms as they play a selection of musical instruments at music time. Songs are sung out loud and all the children play loud and clear on their choice of instrument. There is great concentration and the children are amazingly skilled as they stop promptly when the songs finish.

Children are taught to respect the pre-school's rules. When children climb on furniture, they are reminded that they do not climb unless they ask for help first. The school encourages bilingualism and fosters a respect for the wide range of languages within the pre-school and the community.

Children's language and literacy is well supported. Children listen well during story reading and are enthusiastic as they participate throughout the stories. They learn to use their imaginations through stories such as 'what have you got in the box?' This helps children to express themselves, be imaginative and to enjoy themselves as there is no right or wrong way to participate. Children have a lively understanding that words have meaning as they talk about the rugby shirts they are wearing and discuss the recent rugby games they have watched. They all laugh and they talk excitedly about who will win the next game. They are eager to demonstrate the skills of the game as they talk about going outside to play. Children are beginning to write recognisable letters and words. The children are successful at writing their names and drawing people with faces and features which are later entered into their portfolios for their parents to see. Children have good access to writing materials such as pencils, paper, crayons and felt pens. Letters and numbers are taped onto the writing table which helps children choose the letters needed to make their 'Eid Mubarak' cards.

Children can identify simple numbers such as the numbers on coins. They discuss the shapes of the coins and they learn what the shape and number means. This helps the children learn the simple concepts of maths and helps prepare them to use money when they go shopping. Children are learning about floating and sinking as they observe the way different properties behave in the water tray. They play co-operatively with one another and they answer questions about sinking and floating. They go on to talk about washing up and boats at the same time as trying to keep the water in the tray. This play relaxes the children and extends their knowledge about weight, capacity and position. They learn to concentrate and they learn that acquiring knowledge is fun.

Children enjoy using the newly acquired computer. They are learning good listening skills as they play the games. Children are inventive and suggest ways to use the computer to the staff. They learn new words as they point at the symbols and ask the staff what does 'clear' mean?

Children are learning about the world in which they live, they find out about their community and they discuss their everyday lives. Children are asked if they got their hair cut in the barber shop and they reply seriously "no, I got it cut in the cut hair shop" They like to dress up and play at being the doctor. They have a good vocabulary when it comes to describing their ailments.

Children enjoy playing with a broad range of creative activities. Children sometimes paint together on one painting. They talk constantly as they paint and they howl with laughter as the painting gets wetter and wetter. They are not given a time limit on their work but are allowed to express themselves for as long as they like. Children make models out of cardboard such as fish tanks made from cereal boxes and covered with cling film. They are learning about textures and shapes and they are learning about different fish. They are proud of their work and they are learning a good sense of achievement.

Staff plan activities according to the early learning goals which are on display around the room. Parents are kept well informed about the activities and about their children's learning. Staff are vigilant about recording the children's development on post it notes and transferring them to children's profiles. This helps them understand the children better and to recognise their stage of development. However, records of assessment are sparse. It is not always clear that individual children's learning needs are fully met to ensure the next steps for learning are identified.

Helping children make a positive contribution

The provision is good.

Equality of opportunity is consistently promoted within the pre-school. Children and parents have a clear view of information about the festival year of 2007 which is displayed on the wall. Children are enthusiastic about their cards they have made for Eid which helps them learn about the cultural beliefs of others. Good quality reference books are available for staff to consult and for children to enjoy about the Muslim year. A broad range of books is available through the public library to help children celebrate other festivals. Pictures on the walls portray an extensive selection of families from different backgrounds and children have access to good play materials such as dolls, puzzles and dressing up clothes to help them learn about one another's cultures.

Children with learning difficulties and disabilities are welcome in this setting. Staff have a good awareness of what to do to meet children's needs and where to seek advice. Development workers are available who assist staff in meeting children's needs and there is a trained Senco worker within the setting who constantly updates her knowledge and understanding of the broad range of children's needs.

Children are engaged in meaningful play, their behaviour is good because staff set simple and clear guidelines for acceptable behaviour. They are learning to distinguish between right and wrong, through example and positive encouragement. Staff give them appropriate praise and encouragement, to enhance their self esteem and confidence. Children are kind and considerate to each other and really enjoy playing together. The emphasis on respect for others helps to create a harmonious atmosphere, where children can feel confident, secure and happy. Children are caring towards one another and recognise that they each have different needs. This is a positive approach. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers in relation to nursery education is good. Children benefit from the friendly interaction between staff and parents. Children's individual progress and achievements are discussed and shared through quarterly parents meetings. Detailed information about the pre-school and the service it provides is available for parents. Parents receive relevant policies and procedures at time of enrolment. Parents are able to review the policies during the days they provide rota duty. Parents spoken to on the day of the inspection are very happy with the care, education and the progress their children are making. Parents are made aware

of the complaints procedure as this procedure is discussed with staff, noted in the pre-school book and displayed in the hallway of the pre-school.

Organisation

The organisation is good.

The leadership and management of the setting is good. The supervisor of the pre-school is clear on her role and responsibility and clearly knows the strengths and weaknesses of the setting. The supervisor is committed to the improvement and development of staff who are encouraged to update and extend their childcare qualifications through training, thus benefiting the children. The supervisor, pre-school leader and assistant are committed to providing good quality care and education for children; these aims are clearly understood by staff. Continuous improvements are made in the pre-school, and there are clear systems in place to monitor and evaluate the effectiveness of change.

The staff team have complimentary skills, which enables them to work well together and ensures the smooth running of the pre-school. Children develop a secure sense of belonging because the pre-school is well organised and staff work with parents to ensure they have a good knowledge of children's individual needs. Children's care and learning is enhanced by the effective deployment of staff because the supervisor maintains high adult to staff ratios which helps to ensure children's well being. This ensures that all children are secure and engaged in activities. Children are happy and confident with children and adults alike.

There is an effective recruitment procedure in place, ensuring staff are suitable to work with and care for children. The welfare of the children is further safeguarded, as all the required documents are well maintained. Children and staff benefit from the very positive working relationship between parents and staff. All relevant information is shared with parents on a regular basis. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure contact details and written details about staff names are kept on the premises which is now in place. This helps ensure that children are appropriately safe guarded by known staff as well as ensuring the continuity of the staff caring for children.

The provider agreed to implement written induction procedure for newly appointed staff which has been put in place. This ensures that staff are fully versed in the running of the pre-school and are fully equipped to look after the children in their care.

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

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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 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):

- promote children's independence when preparing and serving snacks
- ensure fire fighting equipments is regularly inspected

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 assessment methods to ensure individual children's learning needs are fully met and the next steps for learning are identified.

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