

Wendell Park Pre-School

Inspection report for early years provision

Unique Reference Number	143815
Inspection date	15 November 2007
Inspector	Christine Bonnett
Setting Address	Wendell Park School Annex, Cobbold Road, Shepherds Bush, London, W12 9LB
Telephone number	020 8749 2108
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Registered person	Pre-School Learning Alliance
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?

Wendell Park Pre-School opened in the early 1990s and is run by the Pre-School Learning Alliance. It is managed by a voluntary committee made up of parents of children attending the pre-school, and is a registered charity. It operates from a single storey building within the grounds of Wendell Park School, Shepherd's Bush, in the London borough of Hammersmith and Fulham. A maximum of 16 children may attend the pre-school at any one time. It is open each weekday from 09:30 to 13:25 during term time. Children have access to a secure enclosed outdoor play area.

There are currently 13 children aged from two years to under five years on roll. Of these, seven children receive funding for nursery education. Children come from the local area. The pre-school supports children who speak English as an additional language.

The pre-school employs three staff, of whom two hold appropriate early years qualifications. The third staff member is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as the room is clean, and the cloakroom is maintained to a suitable hygiene standard. Staff qualified in first-aid, work with the children at all times and have effective systems in place to manage accidents and administer any medication or treatment. Children learn good personal care skills as staff help them to understand the importance of washing their hands at appropriate times.

Children enjoy their mid-morning snack of fresh fruit, and are beginning to differentiate between healthy foods and those to avoid. Parents supply a packed lunch for their child each day. Advice is given to parents about ensuring it is balanced and nutritious. As refrigeration is not available for all the lunches, reusable ice packs are placed in each child's bag to ensure that any perishable items remain suitable to be eaten. In addition, staff hold food hygiene certificates to further promote the health of children when preparing or serving their food.

Children have routine access to the outdoor play area for physical exercise. They have sufficient space to play ball, cycle, climb and generally benefit from being in the open air.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is important to staff. The evacuation plan is practised regularly, and all fire exits are kept clear to ensure children and staff leave the building quickly in the event of an emergency. However, their safety could be compromised, as inflammable items, such as books, collage work and wooden toys are placed on top of radiator guards.

Security of the premises is good. An intercom system from the gate ensures that no unwelcome visitors can enter, and as the gate is locked, children cannot leave unseen. The room is welcoming for parents and children as the walls have displays of the children's art work, and toys and activities are set out appealingly. In addition, greetings posters in many languages are displayed at the door. Children have access to a range of play materials that are fun to use, and help to promote progress in all areas of learning. All furniture and play equipment is clean and in good condition.

Children's welfare is safeguarded because staff have a good knowledge of child protection procedures. They are aware of the indicators of child abuse, and the procedure to follow to report concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are content and relaxed, and enjoy themselves at the group. The wide selection of play materials ensures they are able to find something to stimulate and interest them throughout the session. They move around between activities purposefully and with confidence, making good use of the available resources. The Birth to three matters framework is used to plan activities. Children interact well together and use their imaginations as they make up their own games in the home corner. They also particularly enjoy familiar songs and rhymes as they join in enthusiastically.

Children develop a sense of security and belonging as staff are caring, kind and always pleased to see them. Children also receive lots of praise to enhance their self-esteem.

Nursery Education

The quality of the teaching and learning is satisfactory. Although staff have a sound knowledge of the Foundation Stage, there are gaps in the delivery of the six areas of learning. The programme is limited, and does not offer a sufficiently wide range of experiences to ensure children are challenged and maintain their motivation to learn. In addition, children are not routinely observed to assess their attainments, and to enable effective plans for their next individual learning step to be devised.

Children show interest and curiosity to explore the activities. They also concentrate well, and complete tasks. Staff sit with the children and extend their play by asking open-ended questions to encourage use of vocabulary and provoke thought. Children particularly enjoy the outdoor play area. Plans are in progress to develop the garden, as currently its use is limited and does not enable children to experience the full curriculum outdoors.

Children make good use of the computer. They demonstrate good mouse control, and can operate a simple programme with skill. Older children recognise their name on their place mat at the table, and at registration. Therefore they are beginning to understand that marks have meaning. Generally, children make sound progress in their learning.

Helping children make a positive contribution

The provision is good.

Children are beginning to understand about diversity within society as they have access to a good range of resources that reflect positive images of race, culture and people with different abilities. A variety of festivals such as 'Black History Month', Christmas and Diwali are also acknowledged within the group. Every child is well supported and treated with respect by staff who are aware of their individual needs.

Children with learning difficulties and/or disabilities are well supported at the group. Staff work with the parents and seek support and guidance from other appropriate sources to ensure the child is fully included in the life of the group. Children's behaviour is generally good. Staff manage any difficulties that may arise by using age-appropriate and positive methods.

The partnership with parents and carers of children who receive nursery education is good. They are able to observe the delivery of the Foundation Stage for themselves as the group has a very well supported parents' rota for helping in the group. They have the opportunity to see at first-hand the work their child is doing, and reinforce it at home. Planning charts and information about the learning programme is also displayed for parents to view. Staff establish a good working relationship with all parents and make sure relevant information is exchanged between them at the beginning and end of each session to ensure the well-being of the children. Consequently, children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. Children receive good support in a well organised environment that promotes their well-being. They are able to make decisions

and choices about their play, which fosters confidence and good self-esteem. However, some gaps in the planning and delivery of the nursery education programme are evident. Children's health and welfare are promoted as policies and procedures are implemented effectively. All required documentation is maintained, although the attendance register lacks all the required details.

Robust recruitment and vetting procedures are in place to make sure children are well protected and cared for by staff with relevant qualifications and experience. Children profit from a staff team that works well together. They are motivated and interested in the children, and are deployed effectively to give appropriate support and supervision. The effective working relationship the staff have with parents also adds to the children's sense of well-being and contentment. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group was required to improve health and safety standards by ensuring that staff were aware of health and safety regulations and that good hygiene practices were adopted to prevent the risk of cross-infection. Staff now ensure that substances that are labelled as hazardous to children, such as cleaning sprays, are not used in close proximity to them. Staff also ensure that disposable gloves are worn to clean up any spillages. A sick child policy is now in place and implemented by staff to ensure the well-being of any child who becomes ill while at the group.

Recommendations were also made at the last inspection to improve the nursery education programme. Children's independence is now promoted as they help prepare their morning snack. Children thoroughly enjoy cutting up the fruit for themselves and their peers. They also pour their own drinks.

Some labelling of furniture and equipment is now in place to enable children to understand that print has a purpose. In addition, children now have routine access to writing material to promote their mark making skills. The group has access to a range of materials in community languages to ensure parents are kept informed about the provision.

The group was also required to enhance systems to observe and record children's individual achievements and to use the information to plan the next step in children's learning. This has not been sufficiently achieved, and has been raised again as a recommendation for the group to address.

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):

- promote the safety of children by ensuring the radiator guards remain uncovered at all times
- ensure the surnames of the staff and children are recorded in the attendance register.

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):

- continue to develop the use of the outdoor area and include it in the planning of the curriculum
- review and evaluate the curriculum to ensure a broad and balanced range of activities and experiences are delivered across the six areas of learning
- improve systems for observing and assessing the progress of each individual child and ensure the information gained is used to plan the next step in their learning.

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