

Waterside Pre-School

Inspection report for early years provision

Unique Reference Number	152931
Inspection date	18 March 2008
Inspector	Lorraine Wardlaw
Setting Address	17 Trubshaw Road, Southall, Middlesex, UB2 4XW
Telephone number	020 8843 0548
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Registered person	Ealing Pre-School Learning Alliance
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 inadequate - notice of action to improve. The registered person does not meet 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?

Waterside Pre-School is one of six pre-schools run by Ealing Pre-School Learning Alliance (PSLA). It opened in 2001 and operates from one room in a community centre in Southall in the London Borough of Ealing. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 08:00 to 17:30 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 25 children aged from one to under five years on roll. Of these eight children receive funding for nursery education. Children come from the local and wider community. The pre-school currently supports children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs nine staff to work with the children, two of whom are full time. Four of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's nutritional needs are suitably met by the staff at the pre-school. Children enjoy a healthy snack during the morning; they sit around an attractively laid table and use a plastic knife to cut the fruit they would like to eat such as banana, kiwi and apple. Their midday meal is provided by parents, which is stored in the fridge and re-heated by the staff. However, babies under two years have the same eating routine as the older children which results in them becoming very sleepy, and unable to finish their food. This ultimately does not meet their own unique individual care needs. Children are learning about personal hygiene; they wash their hands before eating and staff blow the children's noses when they need to. Staff minimise cross infection by having sound nappy changing routines and cleaning routines, which has a positive impact on children's health.

Children's physical development is being satisfactorily promoted by the staff. Older children pedal tricycles fast and skilfully around the outdoor play area stopping when they need to. They balance and walk on stepping stones, supported by an adult, but the setting does not have any challenging climbing equipment for children to use. Children aged two and under are encouraged by some of the staff to crawl through the tunnel in the baby/toddler area or sit on and move the crescent soft play shape. Children have the opportunity to use a variety of tools in their play such as spoons in the corn flour. Sick children are cared for appropriately, especially in an emergency; staff swiftly take them to hospital and inform their parents. Notices are put up for parents informing them of any outbreak of a childhood illness, such as chicken pox, and children's accident records are complete. Although the children's medication records contain all the regulatory requirements, parents do not countersign the entries which is good practice. Babies and young children are not able to form firm attachments with a consistent adult because a 'key person' system has not been successfully implemented at the pre-school.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Young children and babies are at serious risk of harm because staff allow them access to resources which are not suitable for their age, such as small pieces of chalk. The large playroom is very welcoming, bright and colourful for children and parents alike; it is divided up into designated areas for the older and younger children. Staff make a cosy rest/sleep area for children after lunch, using colourful materials as a canopy. However, staff allow all age groups to mix with one another for most of the session, which does not meet the needs of the babies and the younger children attending and compromises their safety. Children undertake fire drills with staff but these are not very regular. Staff are beginning to write risk assessments, but as a staff team they only have a basic understanding of how to keep children safe, particularly the younger children. The setting has improved its security by having locked doors installed and monitors visitors to the pre-school. Older children have free access to toys and resources which meet their developmental needs, but younger children only access resources which are suitable for older children. Age appropriate toys, for this age group, such as shape sorters, musical toys and simple puzzles, are stored in the cupboard which they cannot access or use; this is because there has been a lack of understanding from the early years advisors. Children are appropriately safeguarded from possible abuse. Although staff are not all trained in safeguarding children, they have a sound understanding of what to do if they had concerns about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy exploring the bright environment. Although the younger children and babies cannot freely access age appropriate toys, some staff organise and set up activities, such as the scented play dough, which children manipulate and stretch with interest or feel the sawdust in the trough. Children receive positive comments and a few cuddles from staff who are interested in what the children do and say. However, staff are not, as yet, skilled in developing children's language development and picking up on and extending babies' vocalisations. Children enjoy singing familiar rhymes as a whole group and the younger ones are starting to hum the tunes, even though their speech is still developing. Staff record observations of the young child's developmental progress but are not yet planning and implementing their next developmental steps. Older children are content to freely access play activities of their choice which develops independence and confidence. Some children enjoy being with the little ones with whom they sit with and read a simple story to.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals because they are able to freely access a practical, learn through play environment which covers most areas of the Foundation Stage curriculum. They are supported by adults who interact with them at a satisfactory level, but the adults sometimes miss opportunities to extend their learning despite being familiar with the curriculum. Staff make observations of the children, assess their capabilities and plan the next steps but this planning is not implemented successfully by the staff which hinders children's progress. Currently there is an imbalance of child led and adult led activities with a high emphasis on children making their own choices during the session. This is without much input from the child's key worker to promote their learning and development, despite writing the child's 'next steps', after observing and assessing them.

Children enjoy handling books; they freely select them and will often sit with another child to 'recite' the story. They have opportunities to write emergently at the writing table or on chalk boards; some older children are forming their letters correctly. Older children are able to link sounds to letters when they play a game with the manager with letter cubes, saying 'B is for Brian'. Children who are confident, communicate readily with adults in the room, including visitors, but staff are not skilled in encouraging children to think or express their ideas. Although there is a tree painted on the wall where children's names are displayed on arrival at the pre-school, not all children are encouraged to recognise them by staff and post them into the box. Evidence from children's observation and assessment folders show that children are learning to count, and recognise numerals and two dimensional shapes, but during the inspection the mathematical opportunities presented by staff for children were minimal, especially in the morning routine. Children sing 'Five currant buns in a baker's shop' and some children are able to say how many fingers the adult shows them, and can count down. Children spend a long time making models out of Duplo bricks or Popoids, and excitedly say to the adult, "I can make a monster". They experiment with water and sand and go on nature walks to find out about the world around them. Children role play in the house pretending to eat food, and enjoy painting pictures, exploring the paint and using different painting techniques such as printing with sponges. They have opportunities to use collage materials freely making their own pictures and also contribute to displays around the room such as a bunny and chick wall display for Easter.

Helping children make a positive contribution

The provision is satisfactory.

All children receive a positive welcome at the pre-school, where the staff have a sound understanding of equality of opportunity. The cultural mix of children attending the group is diverse; children celebrate various festivals and they are gaining knowledge of other cultures. For example, children experience an Eid party and sing rhymes in different languages. Children with whom English is an additional language are supported by the bi-lingual staff who will repeat a word or sentence to the child in their home language to help them understand. A few play resources are available which reflect diversity positively; this helps children to embrace differences and become accepting of others. Children with learning difficulties and/or disabilities integrate into the pre-school and receive appropriate support from the staff, who liaise with the area Senco to give them advice and guidance.

When children first start, staff find out about the child's needs by talking to parents, but there is no written record of children's home care routines or their favourite toys, likes and dislikes which staff can refer to. Inconsistent staff practice, with regards to communicating with parents means that not all parents know who their child's key worker is and not all parents receive information from staff about their child's care at the pre-school. Parental complaints are dealt with in line with regulations and a complaints record book is available for parents to see on request. Children's behaviour is generally good; they are given responsibilities after singing the tidy up song together, to put certain resources away. They thrive on the positive praise offered to them by staff which builds their self esteem. Children with challenging behaviour learn the boundaries by staff who are consistent in their practice. Children are curious about visitors to the group and some approach them confidently, asking them questions. They are gaining a sense of belonging to the group and are learning the names of others when they excitedly sing the 'hello' and 'goodbye' songs each day. Children operate independently in the playroom as they select their own activities and are encouraged to do things for themselves, such as cutting up their fruit at snack time. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is satisfactory. There is an informative notice board available and regular colourful newsletters go out to parents informing them of pre-school matters. Parents receive a pre-school prospectus when their child starts which includes brief information on the curriculum. Progress reports are written on each child every term and parents are also invited to attend an evening where they can discuss their child's progress and see their progress files which include their work and photos. Parents are able to write a written comment on the child's report and are able to see what their child's next steps are. Parents are offered workshops on behaviour management, dental hygiene and providing a packed lunch box by the setting's family worker.

Organisation

The organisation is inadequate.

Children are happy but their safety is being compromised and there have been two breaches in regulations. The organisation and care of babies and young children does not currently meet the additional criteria in the National Standards. Staff are not working together successfully as a team and there are minimal external training opportunities for staff due to funding restrictions, which in turn impacts on the quality of the provision. Staff attend regular team meetings and in-service training to build staff morale and knowledge; it is the manager's commitment and vision to reach high standards. Ratios are adhered to overall but there is a

lack of organisation and deployment of staff with regards to the younger age group. Sound policies and procedures are in place, but the registration system does not contain the required details and the pre-school did not notify Ofsted of a significant event. The setting does not meet the needs of the range of the children for whom it provides.

Leadership and management of nursery education is satisfactory. The manager, leads by example and is keen to raise the quality of nursery education. She oversees the individual educational plans for children with learning difficulties and ensures planning is completed weekly, but the monitoring system does not ensure the plans are implemented effectively by staff. Weekly plans of children's learning are evaluated but staff do not reflect on their nursery education practice as a team to make improvements. Staff receive regular supervision with the manager and yearly appraisals which focus on their personal development. However, staff have not attended many curriculum workshops to improve their knowledge and skills, but they do receive guidance and support from the Local Authority.

Improvements since the last inspection

At the last care inspection the pre-school were set four recommendations. The first was to conduct a risk assessment on the premises identifying action to be taken to minimise identified risks. The setting has started to complete risk assessments but have not, as yet, completed one on all of the areas used by children. Currently there are serious risks to the younger children attending and therefore an action has been raised with regards to children's safety. The second recommendation was to ensure fire control equipment is regularly serviced; this has now been completed by the hall landlord. The third recommendation was to ensure that the daily attendance register recorded staff and children's full names. Parents currently record child's arrival and departure as well as the setting recording who is present, but together these documents are not completely accurate and do not meet regulations requirements, therefore an action has been raised to address this weakness. The fourth recommendation was to ensure that the children's full name is recorded in the medication record book; this has now been completed.

At the last education inspection the setting was set six recommendations. The first was to provide opportunities for children to develop linking sounds to letters and to write for a variety of different purposes. Children have a few opportunities to link sounds to letters during incidental activities with the manager. The pre-school was requested to ensure the organisation of circle times meets the educational needs of all children; they are still working towards meeting this recommendation with regards to the younger children. The pre-school were requested to develop staff's questioning techniques to provide opportunities to extend children's mathematical thinking through daily routines and activities. The manager has encouraged staff to use open ended questions, such as 'I wonder how many?', but the staff's teaching skills are still lacking in the area of promoting mathematics. They were also requested to increase opportunities for children to investigate and observe living things; the setting takes children on nature walks to observe living things and has plans to develop a garden area. The pre-school was requested to strengthen the programme for physical development by providing children with opportunities to develop their gross motor skills. Tyres and balancing beams were introduced in the outside area but the setting still wishes to purchase a climbing frame to fully extend children's skills. The final recommendation was to plan and extend children's exploration of creative activities and resources, to enable children to select materials independently, explore spontaneously, and be creative and autonomous in their learning. The setting has re-organised

their creative area and children can now self select from the creative trolley, exploring the different media and materials.

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, the registered person **must** take the following actions:

- ensure the registration system for children and staff shows hours of attendance
- ensure Ofsted is informed of significant events that take place at the nursery
- organise staff, toys, resources and the session to meet the needs of younger children and babies under two years
- assess the risks to babies and young children in relation to the access of inappropriate/unsafe resources and take action to minimise these

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- monitor the implementation by staff of the daily plans, to ensure there is a balance of adult led and child led activities each session and staff teaching achieves children's learning objectives
- think of ways to develop the staff's teaching skills, which encourage children to think and express their ideas
- increase children's opportunities to climb and to recognise print in the environment
- increase children's opportunities to count, to recognise numerals and problem solve in the every day routine

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