

Perivale Community Pre-School

Inspection report for early years provision

Unique Reference Number	118190
Inspection date	08 November 2007
Inspector	Kim Mundy
Setting Address	Horsenden Lane South, Greenford, Middlesex, UB6 7NP
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Registered person	The Trustees of Perivale Community 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 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?

Perivale Community Pre-school is managed by a voluntary management committee, made up of parents of children at the pre-school. It opened in 2000 and operates from a hall within Perivale Community Centre 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 09:30 to 12:00 during term time. All children share access to an enclosed outdoor play area.

There are currently 24 children aged from two to under five years on roll. None of the children currently receive funding for early education. The pre-school currently supports a number of children who speak English as an additional language.

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

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Overall, children's health is promoted appropriately. Relevant policies and procedures are in place for medication and accidents. There are two members of staff that hold a first aid certificate and as a result, children receive appropriate first aid treatment. However, before snack time children wash their hands in one bowl without soap and therefore, children's health is compromised.

Children are relaxed as they sit and chat while eating their snacks, such as fresh fruits and they have the choice of water or milk to drink. Parents are required to provide a piece of fruit each week and the pre-school also supplies snacks. Drinking water is available to children throughout the session.

Children enjoy daily fresh air and exercise. They are able to make steady progress in their physical development, for example, as they run, balance, push and pull-a-long toys. Children are gaining control over their bodies as they enjoy dancing and moving imaginatively to movement. They are increasing their fine motor skills as they access many worthwhile activities, such as threading, picking up and releasing various small objects.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, bright and clean environment. Children's art work and posters are attractively displayed, along with saris draped over the home corner and interest area. The organisation of space allows children to move around freely and comfortably. There is a range of toys, furniture and equipment which are suitable for the children attending.

Children's safety is not fully promoted in the event of a fire because evacuation procedures are not regularly practised. Staff carry out a visual assessment of the premises each day. They are well deployed supervising the children, although the garden gate is not secure and does not prevent children leaving the premises or strangers walking in. Risk assessments are not carried out for outings to fully promote the children's safety.

Children are safeguarded from abuse or neglect because staff have a sound understanding of their role and responsibilities in child protection. They ensure that they keep up-to-date with local procedures by attending training courses.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the pre-school. They are happy and settle into the routine as they move freely between activities, making choices about their play. Staff begin to implement the Birth to three matters framework which is used to support children in their earliest years. They have a sound understanding of how children learn and develop, although systems are not fully in place for planning activities, observing and recording children's progress. Children have opportunities to develop independence, for instance, through selecting from a range of art materials. They are participating in activities which are suitable for their age and stage of development, for example, sand, bricks, puzzles and books. However, story times are not

sufficiently organised to meet the children's needs as they are disturbed and distracted by staff putting away toys and furniture in the store cupboard at the end of the session. Children are learning through using their senses, for example, as they play musical instruments, shaving foam, play dough and clay. They are developing their imagination through various role-play experiences in the home corner, hospital and shop. Children enjoy being creative as they paint, draw and stick. They are developing their skills on the computer as they click and drag the mouse. Children enjoy planting and caring for cress and sunflowers, and they use magnifying glasses to observe mini-beasts such as snails.

Nursery education.

There are no funded children currently on roll, although evidence suggests that the quality of teaching and learning is satisfactory. Staff demonstrate that they have a developing knowledge and understanding of the Foundation Stage and how young children learn. They are able to plan and provide a suitable range of activities and experiences across the six areas of learning, taking the needs of individual children into account. Past Foundation Stage profiles show that staff are able to assess children's progress towards the early learning goals and help move children to the next stage in their learning. However, the systems in place for planning, assessing and identifying the next steps for children's learning are not refined.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. They are learning about the world in which they live as they play with a range of resources which promote diversity, and participate in festival celebrations, such as Diwali and Christmas. Children experience quieter times during the session, for example, as they listen to stories. They are well-behaved because staff manage their behaviour sensitively and appropriately for their age and stage of development. Staff offer consistent praise and encouragement which helps children to feel good about themselves.

None of the children have learning difficulties and/or disabilities. There is a suitable policy in place and the named special educational needs coordinator for the setting has attended relevant training. All staff have received training to administer an epi-pen. Children who speak English as an additional language are well supported by caring staff that ensure they are familiar with words the children use at home, for example, for their care needs.

Partnership with parents and carers for nursery education is satisfactory. Parents are able to see their child's assessment file at any time and they receive a written progress report when their child leaves the setting. Information about the Foundation Stage is displayed for parents. Parents of younger children receive information about their child's progress in relation to the Birth to three matters framework. The pre-school's policies and procedures are available to parents.

Organisation

The organisation is satisfactory.

The setting is generally well organised and the day runs smoothly for the children. Rigorous recruitment procedures are in place and the staff are clear about their role and responsibilities. There are some effective communication systems in place, such as planning and staff meetings. The children's hours of attendance are not consistently maintained and this is a regulation.

Leadership and management in relation to nursery education are satisfactory. The manager shares her knowledge of the Foundation Stage curriculum with the staff team. The quality of teaching is monitored through observing staff practice. The manager plans to implement more regular staff appraisals to identify staff training needs and to assist in monitoring the quality of teaching. The manager and staff welcome on going support from the Local Authority to help identify their strengths and areas for development.

The required policies and procedures underpin the sound practice in place. However, children's hours of attendance are not consistently recorded. The systems for planning activities, observing and recording children's progress are not yet refined. The staff are very kind and caring and they work effectively as a team to enable children to learn in a stimulating environment. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was required to: devise a fire procedure in the event of a fire, specifically relating to the provision and display prominently for parents and visitors; make sure that poisonous plants are inaccessible to the children; ensure the child's full name is included when recording accidents; and to make sure that premises are secure and that children are unable to leave them unsupervised. A fire procedure has been devised and displayed, although children have not practised evacuations regularly. Staff supervise the children closely in the garden. However, the security of the premises is still not fully resolved to ensure children's safety. Poisonous plants are not accessible to children and their full names are recorded in accident records to promote their safety and well-being.

At the last nursery education act inspection the setting was required to: create opportunities for children to develop their independence skills; enable children to understand that writing is used for a variety of purposes and to encourage the development of reading skills; ensure information technology and how and why things work; provide opportunities for children to explore and understand simple calculation through practical daily activities; and to provide challenges for more able children to develop their climbing and balancing skills. Evidence gathered through the pre-school's planning sheets, observation and discussions with staff suggests that funded children have some opportunities to develop their independence skills as they are encouraged to put on their coats, and select art and craft materials. They are writing for a variety of purposes, such as shopping lists in the home corner area and books are used throughout the session and during specific activities, for example, when making cards for Diwali. Children explore technology and find out how and why things work as they use the laptop, cash tills, sand wheel and telephones. They have opportunities to calculate during many activities. Children have access to a range of apparatus which enables them to be challenged in their physical skills, for example, the balancing beam.

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 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):

- ensure suitable hand washing practices are in place before snack time
- practise the fire drill so that children are aware of what to do in the event of a fire
- carry out a risk assessment to include the security of the premises and children's safety on outings
- develop planning, observe and record what children do and use observations to plan the next steps for the children's play, learning and development
- make suitable arrangements for story time to meet individual children's needs (also applies to nursery education)
- keep an accurate and consistent record of children's hours of attendance.

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 staff's knowledge and understanding of the Foundation Stage to support planning, assessment and the next steps for children's 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