

Norwood Grove Pre School

Inspection report for early years provision

Unique Reference Number	125014
Inspection date	23 January 2008
Inspector	Denys Rasmussen

Setting Address	The White House, Norwood Grove, Copgate Path, Off Gibson Hill, LONDON, SW16 3EX
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Telephone number	020 8670 8567
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E-mail

Registered person	Norwood Grove Pre-School
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Type of inspection	Integrated
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Type of care	Full day care
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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?

Norwood Grove Pre school has been registered since 1992 and has been operating for over 30 years. It operates from the ground floor hall of a listed building within a park in Norbury, Croydon. It is open every weekday from 09.30 to 12.00 and offers afternoon sessions from 12.00 to 14.45 on Monday, Tuesday and Thursday, term time only. Four staff work with the children, of whom three have appropriate early years qualifications and one is on a training programme.

Some children attend both morning and afternoon sessions and eat a packed lunch supplied by their parents. There is no secure outdoor area, but the surrounding park is used. The specific area used varies according to the weather, staffing, risk assessments and numbers attending. The pre school is registered to care for a maximum of 25 children at any one time. Currently there are 34 children on roll and of these, 27 are funded for nursery education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

At least one member of staff trained in first aid is present at any one time ensuring that accidents are dealt with appropriately. Clear and accurate records are kept, for example about any accidents that have occurred. This ensures that children's health needs are met and information can be effectively shared with parents. However, parents have not yet given written consent for the pre school to seek emergency medical attention or assistance. This means parents' wishes are not known. The pre school keep good records about children's health needs and dietary requirements, including any allergies. These are complied with to keep children healthy. Children are encouraged to wash their hands at appropriate times to help restrict the spread of infection. However, the use of a communal bucket in the pre school room and the sharing of one towel means this is compromised. Exclusion periods for infectious illnesses, which the pre school adhere to are displayed for parents' information; this helps to prevent the spread of infection. Children are provided with healthy snacks which include fruit on a daily basis. They are offered milk and water at snack time and can help themselves to water from the dispenser throughout the session. Staff use this time to encourage the children to adopt healthy eating habits by discussing which foods help them have healthy bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment where their work is displayed and information for parents is readily available. Positive steps have been taken to promote safety and prevent accidents. Staff supervise the children well and are deployed to ensure children are safe, for example, children are always escorted to the toilets. Staff are extra vigilant when the children are playing outdoors, higher than minimum staff to child ratios are deployed and each time the children use this area it is treated as an outing with a preliminary risk assessment, as the area is a public space. The pre school leader has a good understanding of the child protection procedure which has been improved since the last inspection. The staff are aware of their responsibility in safeguarding children which means children are protected. Staff set out the resources thoughtfully and provide a comfortably warm and clean environment which is separated into learning areas providing a range of activities to promote children's development. Children have access to a wide range of play materials that are checked for safety and are appropriate for their age and stage of development. The pre school regularly practise a fire drill which means children learn to evacuate the building calmly and safely.

Helping children achieve well and enjoy what they do

The provision is good.

The children arrive happily and look forward to seeing their friends. They enjoy participating in a stimulating varied programme promoting their all round development well. The staff know the children well and adapt activities to the child's stage of development and understanding. Children aged under three are assessed using the 'Birth to three matters' framework using regular observations with realistic targets for individual children, supporting their progress. The children are confident with good levels of self esteem accessing most of the resources independently and making choices in their play. Staff consistently interact in a caring and warm manner enabling the children to approach them for support and reassurance.

Nursery education

The quality of teaching and learning are good. The staff have a sound understanding of the Foundation Stage and child development ensuring the children make good progress. There is a medium term plan which incorporates all areas of learning which is then broken down into a weekly plan. However, the staff do not complete a long term plan which means it is difficult to access whether they have covered all aspects of the curriculum sufficiently over a period of time. The assessment systems work well in practice and observations are recorded in the child's 'Foundation stage record'. The staff use these to evaluate the children's next steps which then inform the planning. The organisation of the room and low level storage systems ensure children have independent access to most materials and equipment ensuring they are making choices in their play. However, the children do not always have access to the full complement of resources in the art and craft area to enable them to create and design autonomously. Nevertheless, they confidently move around the room engaging in activities that sustain their interest long enough to enable them to practise, refine and consolidate their learning. The staff are calm, kind and polite and set a good example to the children. Children learn to cooperate well, for example when they make dough together or play games. The staff help the children to plan what they want to do during circle time and remind them of the rules, for example, not throwing the sand. The children's language, sense of belonging and confidence is promoted during the greeting at circle time when they introduce themselves and ask the person next to them 'who are you?'

Children interact well with each other and involve their friends in their made up games. For example, walking around the nursery with their tool boxes 'fixing' things and building a house made of bricks so the 'wolf' cannot blow it down. Children's imagination is fostered when they play in the role play areas; they are busy making cups of tea and feeding their teddies in 'Norwood Cottage' home area and are busy in the shop collecting items in their baskets and putting them through the till. They enjoy experimenting with paper, glue, glitter and paint when creating collages and are proud of their work; holding it up for all to see. Children learn about size, shape and measure through good practical activities. They experiment in the sand and research volume, capacity, floating and sinking in the water tray. They weigh their fruit and vegetables in the shop and use size language to describe and compare. They count throughout the session and sing songs that introduce them to early addition and subtraction. The children examine natural objects on the interest table and learn how to look after the pre school Guinea pig and hamster. They learn how to look after the environment by recycling.

Children are attempting to write because they have independent access to writing materials and are encouraged to mark their work. They enjoy listening to stories and staff sit with small groups of children during the session reading their favourite books. There is a good variety of books for the children to choose from and they often visit the book area to sit on a cushion and look at books, sometimes sharing with a friend. Children are introduced to technology by use of a computer. They complete simple programmes with skill and have good control of the mouse. The children eagerly use the microphone which they switch on and off and sing heartily into, enjoying listening to their own voice. Children like to interview each other developing their confidence, for example, 'batman' was interviewed with the help of the microphone. Children respond eagerly to experiences with music and movement and both their physical development and imagination is supported when they attend regular Yoga sessions. Children learn why it is important for them to exercise and how their bodies respond. They develop good levels of hand eye coordination when using tools such as glue sticks, rollers and scissors and are shown how to use them safely.

Helping children make a positive contribution

The provision is satisfactory.

Children's self-esteem is fostered when staff praise them and recognise their achievements by rewarding them with a star, such as when they tidy up, share or work really well. Children are well behaved and work harmoniously with each other in response to staff's realistic boundaries and expectations. Children are given cuddles and attention when needed and happily go to staff for support. Children show a sense of belonging when they freely discuss their family and friends and what they like about their pre school. The introduction of a variety of cultural traditions and the encouraging attitude of the staff help children to develop a positive attitude and respect for others. Children's special occasions are acknowledged, for example when it's their birthday, and they are encouraged to share their experiences with the group. This positive approach fosters children's spiritual, moral, social and cultural development. Children with learning difficulties or disabilities are welcomed to the group and there are good procedures in place to support them. The pre school work in partnership with the parents to meet the needs of the children. Detailed information is taken about the child to ensure individual care. Parents wishes are respected in the care of their child. However, not all parental consents are written which means their wishes are open to misinterpretation. The staff facilitate coffee mornings to encourage the parents to socialise with each other and discuss their children. Parents made comments such as 'my child settled quickly, staff are approachable, my child is now fluent in English, my child is developing well'. The partnership with parents of the children who receive nursery education is satisfactory. Parents are encouraged to be involved in their child's learning through informative newsletters and the regular sharing of the child's progress through daily discussion and parent reviews. Parents are given good information about the Foundation Stage and how the pre school promotes this.

Organisation

The organisation is good.

Leadership and management of the nursery education is good. The well established staff team work well together because they are aware of their roles and responsibilities. Staff development is encouraged and their sound awareness of the Curriculum Guidance for the Foundation Stage ensures this is applied well in practice, supporting children's development. There is a strong commitment to develop the provision and effective systems in place to monitor and evaluate teaching. Most documentation, policies and procedures are in place with the exception of some written parental consents; nevertheless, they work well in practice helping the safe management of the pre-school. Space, staff and resources are well organised to create a stimulating and accessible environment where children are busy and occupied throughout the session. Children are cared for by suitably qualified staff who have been appropriately vetted, due to effective recruitment procedures. Staff have a good knowledge and understanding of child development, which enables them to meet children's individual needs well. The staff work hard to promote an inclusive environment in which every child matters. Parents are kept well informed about their child's progress. The pre school meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last care inspection the pre school has reorganised some of the resources and deployed staff well to support children's play and learning. The staff are vigilant about children's safety and child protection procedures are sound. Since the last education inspection the staff have developed their knowledge and understanding of the early learning goals which has enabled

them to effectively plan and organise challenging activities for the children. They use their observations of the children and the evaluation of activities to inform the planning to help children progress. The children have planned opportunities to use information and communication technology to support their learning; they use the pre school computer and experiment with microphones. The pre school leader monitors and evaluates the education provided and uses development plans for areas of improvement. This ensures that improvements are made and any potential weaknesses are identified at an early stage.

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):

- ensure hand washing procedures minimise the risk of cross contamination.
- ensure all appropriate written parental consents are in place.

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 the planning by devising a long term plan with close reference to the Curriculum Guidance setting the overall learning aims and opportunities for the whole group of children.
- improve children's access to the full range of resources in the art and craft area that will enable them to create and design autonomously.

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