

Montrose Pre-School

Inspection report for early years provision

Unique Reference Number	509061
Inspection date	13 November 2007
Inspector	Julie Biddle
Setting Address	Locket Road, Harrow, Middlesex, HA3 7ND
Telephone number	020-8861-0913
E-mail	
Registered person	MONTROSE PRE-SCHOOL COMMITTEE
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?

Montrose Pre-School opened in 1992. The pre school runs from a Methodist Church in the London Borough of Harrow. Children have use of several rooms in the church building. A maximum of 18 children may attend at any one time. The nursery is open five days a week between 09.30 - 12.30, children can attend on a part time or full time basis. The nursery is open term time only.

There are currently 19 children on roll, of these 19 receive funding for nursery education. The nursery supports children with learning difficulties and /or disabilities and with English as an additional language. The nursery employs 6 staff including the manager, all of the staff hold early years qualifications.

The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as the premises are maintained to a good standard of cleanliness. Staff follow good procedures to prevent the spread of infection to protect children. For example, parents are informed of illness in the setting, and given information about incubation periods. Children learn the importance of good personal hygiene through daily routines. For example, they know to wash their hands after using the toilet and before snack time. There are effective procedures in place to record accidents and the administration of medication. Staff members hold current first aid certificates which mean that they have the knowledge to deal with any accidents. There is a first aid box, however some of the contents are out of date.

Children enjoy moving their bodies in time to the music as they dance; they consider how the music makes them feel. Physical activity is highly regarded; children are able to develop their physical skills as they frequently take part in a good range of activities on a daily basis. The setting does not have an outdoor area however, staff ensure children experience outdoor life as they use local parks and playgrounds.

Children are learning about the importance of a healthy diet and living through discussion and topics, such as healthy eating, and care of teeth. Children enjoy snack times as they sit together in a relaxed and social atmosphere; however, children are unable to help themselves to drinks meaning they are not independent at this time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, happy and secure environment in which they want to learn. The setting is attractively decorated with displays of children's work and posters which reinforces their learning. Staff are vigilant in closely supervising the children and their activities. Good use is made of available space, enabling children to move around safely and with confidence. Children use a good range of developmentally appropriate resources, which enhance their play and learning. Resources used are well maintained, clean and safe.

Children are developing a sense of protecting themselves, as they regularly practise fire drills, and staff talk to them about safety. For example, when walking to the various rooms taking care not to run thus preventing accidents. Security of the premises is good, which also helps to keep the children safe. For example, staff monitor children's arrival and departure, ensuring children cannot leave unnoticed.

Children are well protected because staff have a clear understanding of their role with regard to child protection issues and know how to implement local procedures. Staff attend ongoing training to ensure their knowledge is updated.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery, they are happy and confident and quickly settle into the routine, making their own choices about their play choosing from a wide range of accessible resources. They enjoy their activities and interact well with staff and their peers, building

positive relationships with them. Children greet their friends and excitedly share resources with them. Children play well independently and with their peers as well as enjoying opportunities to work more directly with staff through activities, such as making musical instruments. Children are encouraged to self-select resources, for example, the home corner area has a wealth of resources available to the children to use freely.

Nursery Education.

The quality of teaching and learning is good.

The children's individual progress is observed and information recorded is used to plan for the next steps in the children's development. Children are progressing well because of the staff's knowledge of how children learn through play. Staff are enthusiastic; they plan a well balanced curriculum which is stimulating and fun. Staff and children enjoy good relationships with each other; staff listen intently to the children and respond to their needs and choices.

Children have a positive attitude to learning and they spend extended periods concentrating on their chosen activities. Children thoroughly enjoy making marks and writing, for example making notes as they chat on the phone. Children are becoming confident speakers and are developing their vocabulary. They listen intently to stories and join in with songs that are brought to life by staff using props, such as puppets. Children have a wonderful time in the cosy book corner as they sit on the sofa; they handle books with confidence as they read to themselves. Children are curious to explore different creative mediums as they stick, paint and draw. They are developing their fine motor skills as they manipulate paintbrushes, glue spreaders, scissors and puzzles. Mathematical skills are promoted as the children count confidently to 10 and beyond as part of daily routines. Children discuss colour, shape, and size routinely. Children delight in counting how many children were needed for the song 'six little ducks'. They subtract with ease as the 'ducks' swim away.

Children play well together; they are generally kind and considerate to each other as they share and take turns. Children have many opportunities to develop their knowledge and understanding of the world through discussion and topics, for example seasons, planting seeds and watching them grow. Through themed activities, children are developing a good awareness and understanding of their own and other cultures as they learn about different cultural festivals.

Helping children make a positive contribution

The provision is good.

The staff value and respect the children as individuals. They give them lots of praise and encouragement to enhance their self-esteem and confidence. Children are learning about the world they live in, as they have access to resources and equipment that promote positive images of culture, ethnicity, gender and differing abilities. They learn for example, about festivals and traditions in their own and the wider community. This positive approach fosters children's spiritual, moral, social and cultural development. Children's individual needs are recorded and respected by all staff, meaning that their welfare is promoted. Children's behaviour is generally good as they are busily engaged in meaningful activities throughout the day. Staff implement the behaviour management policy, which focuses on positive discipline, when any difficulties arise. Children are praised and encouraged consistently throughout the session. 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.

Partnership with parents and carers in relation to nursery education is good. Staff have established effective written and verbal communications with parents, they exchange information daily with parents about their child's day. Staff also discuss children's individual progress and achievements through regular reviews with parents. For example, staff prepare files showing the activities that children take part in and what children have achieved. Children benefit from the friendly interaction between staff and parents.

Organisation

The organisation is good.

Staff have a very good understanding of their roles and responsibilities within the setting; they work well as team. Children's care and learning is enhanced by the effective deployment of staff because the manager maintains the child staff ratios. A good range of policies and procedures are in place to promote the well-being of the children. Children are happy and confident with each other and staff.

The leadership and management of the setting is good. The manager is clear of her role and responsibilities, the staff team have complimentary skills, that are updated and extended as they are encouraged to attend training thus benefiting the children. Staff meet regularly to reflect, monitor and improve the quality of care and education provided.

Children and staff benefit from the very positive working relationship between parents and staff. All relevant information is shared with parents on a daily basis.

The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the provider agreed to devise a policy on allegations of abuse against staff members; this is now completed and staff are clear in their role with regard to child protection. The provider also agreed to ensure at least one member of staff is first aid trained; this has been completed and four staff members are qualified in first aid. This means children are treated appropriately if they have an accident.

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):

- improve snack time arrangements to enhance children's independence.
- ensure contents of first aid box are in date

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 snack time arrangements to enhance children's independence.

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