

Peter's Pre-School

Inspection report for early years provision

Unique Reference Number	509086
Inspection date	05 February 2008
Inspector	Katie Dempster
Setting Address	St. Peters Centre, Sumner Road, West Harrow, Middlesex, HA1 4BX
Telephone number	07808-192-152
E-mail	
Registered person	Peter's 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 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?

Peter's Pre-school opened in 1987. It is a committee run group which operates from St. Peter's Centre in West Harrow. It is situated within walking distance of West Harrow station, bus routes, parks and shops.

The setting is registered to provide care for a maximum of 25 children from two to five years of age. There are currently 40 children on roll, this includes 18 funded children. Children attend for various sessions. The setting supports children with special needs and children who speak English as an additional language.

The group opens five days per week during school term time. Sessions are from 09:30 to 12:30 Monday to Friday.

Three full time and three part time staff work with the children. Five staff have recognised early years qualifications equivalent to National Vocational Qualification (NVQ) levels two or three. The setting has links with the Early Years Childcare Partnership (EYCP) and are members of the Pre-School Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and safe environment. Clear policies and procedures are in place and understood by staff. Medication and accident records are maintained, inline with regulations and the vast majority of staff hold first aid certificates. The setting's sick child policy indicates children do not attend if they are ill with an infection meaning children are protected from unnecessary illness. Children wash their hands as part of their daily routine before snack times and after using the toilet. Steps, soap and paper towels are provided meaning children can wash their hands independently and a nappy changing policy is in place indicating the playgroup's policy on accepting children that are not yet toilet trained.

Children have good opportunities to engage in activities which help develop their physical skills. Children are developing control over their bodies as they jump, climb, balance and crawl. Staff provide activities for children to increase their awareness of space as they steer wheeled toys in the outside area. There are many opportunities for children to develop their fine motor skills, as they use play dough tools, practise mouse control on the computer and play with construction bricks. Children are encouraged to adopt healthy lifestyles as they enjoy visits from the nurse who talks to the children about being healthy.

Children are enjoying healthy snacks of fruit, toast and milk. Staff wear gloves when preparing snacks to avoid passing germs. Water is available throughout the session that children can access independently when they are thirsty. Snack times are relaxed and sociable as staff sit with children and chat about their morning. Children enjoy participating in cooking activities. They make pancakes on Shrove Tuesday and help mix the batter and talk about texture and explore taste and smell with the different fillings.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and welcoming setting. Staff greet parents and children as they arrive, who are happy and excited. The setting is bright and colourful, with displays of children's work on the walls. Children quickly go and sit down ready for the good morning routine. Parents stay and join in with the children and staff as they sing the good morning song. There is ample furniture for children to play, rest and eat comfortably. All resources are clean and well maintained, which children can access independently and safely as storage is at low level. This creates an accessible and stimulating environment for children.

There are suitable toilet facilities and a safe, clean area for children's nappies to be changed. However, all children's privacy is not fully respected as children using the potty do so in the corner of the hall in view of other children, staff and also anybody that may be waiting to come into the playgroup standing at the glass door. There is good security in place as entrance doors remain locked after the session has started and the outside play area is fully enclosed. Staff are well deployed to ensure children are supervised at all times. Fire safety procedures and maps of evacuation routes are displayed on the notice board and fire drills take place every half term. These occur more frequently if new children start the playgroup.

Children are safeguarded from abuse or neglect as all staff have good knowledge and understanding of child protection guidelines, which is covered in the staff induction programme.

The majority of staff have covered child protection training as part of their NVQ or Cache qualification and are fully aware of the necessary action to take if they have any concerns. The setting's policy is in line with the Local Safeguarding Children Board's guidelines. It also includes actions to be taken if an allegation is made against staff, dealing with disclosures, informing parents and the importance of maintaining confidentiality.

Helping children achieve well and enjoy what they do

The provision is good.

All children are making good progress in their development. They are happy and stimulated. Each child has a key worker who is responsible for coordinating their care and development. Children observe good relationships between their parents and key worker and as a result, this helps them to feel secure.

Younger children are developing confidence as they are keen to explore and investigate their surroundings. Staff have a sound knowledge and understanding of the Birth to three matters framework and implement this effectively within the setting. They refer to the framework for effective practise and use their observations to plan activities for the younger children. In the home corner, children are becoming skilful communicators as they sit together holding their dolls and giggle as they copy each other. Young children catch on quickly to the nursery rhymes as they watch staff use big gestures and sing enthusiastically. They joyfully begin to join in repetitive parts of the song. Children ride bicycles along the narrow pathway in the outside area. Younger children learn how to avoid bumping into each other they stop to let other pass. They are negotiating space and making connections.

Nursery education

The quality of teaching and learning is good. Children make progress towards the early learning goals because staff have a good understanding of the Foundation Stage of learning. They plan a well-balanced curriculum which is linked to the six areas of learning. Staff plan activities that are all linked to the current theme, this constantly reinforces children's learning and secures their knowledge. Staff make observations of all children which are used for future planning, where staff can identify the next steps for children's individual learning. Staff use effective teaching methods to help the children make good progress, for example, demonstrating new tasks and open-ended questioning to encourage children's thinking.

Children are making good progress in their personal, social and emotional development. Children are able to sit and concentrate, for example, during an activity with magnets, children happily play and experiment for some time, engaging in conversation with each other. Children spend time in the role play area that has been set up as a kitchen. They are provided with many good quality resources that help develop their imagination. For example, a microwave, cooker, plastic fruit and telephone booth. Children are developing their communication, language and literacy skills as there are many opportunities for children to recognise letters and words in the environment. As they learn about the letter of the week, children recognise other words with that letter in, for example one child says, 'your name has that letter in it'. Children are learning to make meaningful marks as they write ingredients lists for the ginger bread man activity.

Children are developing their number and problem solving skills as staff encourage them to think about mathematical tasks. When playing with tower blocks, staff ask children which one they think is taller. Children are beginning to use mathematical language as they compare which

tower is bigger and who can build one faster. In the sand pit, children are exploring volume as they fill buckets and other containers noticing they are heavier when are full.

Children are exploring and investigating their environment and are developing a good understanding of the world in which they live. They explore living things and objects, looked at life cycles of frogs and planted sunflower seeds experimenting with the soil and learning what a plant needs to grow. Children enjoy making magic wands using a range of different materials. They choose colour for a specific purpose and enjoying sticking objects and pouring glitter. Children enjoy acting out the movements to familiar songs, for example they thoroughly enjoy singing and moving to 'heads, shoulders, knees and toes'.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children have time for tranquil moments as they sit amongst soft cushions in the book corner. They are learning to manage their own behaviour and are considerate to each other, for example, when one child becomes upset, another child asks, 'would you like to play with something?'. Children sit and chat by themselves telling each other stories from home, for example, two children sit and talk their pets. Children are learning about the world in which they live and the beliefs of other people. They have access to a good range of toys and resources to promote positive images and diversity. For example, dressing up clothes, dolls, books and puzzles are all available on a daily basis. Children enjoy learning about other cultures, during Chinese week, children make Chinese fans and lanterns. Children with English as an additional language are supported within the setting. Staff have worked with parents to devise flash cards of pictures and words in their first language to support communication and staff work closely with children to encourage their English skills.

Children are kept busy engaged in activities, therefore display positive behaviour. Staff manage their behaviour appropriately by using effective strategies. For example, distraction techniques and encouraging children to think about the consequences of their actions. On occasion, staff will use a time out strategy, using sand timers of one or three minutes depending of the age of the child. Children are aware of this approach and are able to explain what they have to do, one child explains, 'you have to sit and hold the timer and not allowed to play until it runs out'.

Children benefit from the good relationships between staff and parents and the effective partnership that has been established. Parents receive good quality information about the setting in the form of newsletters, detailed notice boards, and discussions during coffee mornings. As a result, children's individual needs are met and they are happy at the pre-school.

Partnership with parents and carers is good. Parents of funded children receive good information about the Foundation Stage of learning and meet every half term with their child's key worker, to discuss children's progress and next steps. Staff take this opportunity to discuss the Foundation Stage with parents and answer any questions they may have. Parents are actively encouraged to become involved in their children's learning in meaningful ways, for example, extending their children's learning at home. The playgroups current theme is displayed on the door for parents to refer to and staff suggest ideas for activities at home. All parents are kept informed about the playgroup routine and activities through the notice board and day-to-day contact with staff.

Organisation

The organisation is good.

Leadership and management for nursery education is good. Managers have good knowledge and understanding of the early learning goals and supports the staff team well to implement this effectively within the setting. The manager encourages staff to attend training to develop their own skills and knowledge. They work effectively as a team and as a result, the day runs smoothly for the children. Staff have designated roles such as Special Educational Needs Coordinator and behaviour management coordinator who have attended relevant training. Good communication systems are in place such as staff planning meetings and regular discussions at the end of sessions. Managers monitor the quality of teaching through staff meetings and staff appraisals and staff discuss, as a team, new ways to monitor teaching. The playgroup would benefit from managers further developing systems for monitoring.

Funded children are making good progress in their development towards the early learning goals.

Children are happy, secure and confident in the setting which is well organised. Staff have a good combined knowledge and a clear understanding of caring for children and the importance of their development and progress. Staff ensure a good, effective partnership with parents is established for the benefit of the children. Staff are keen, motivated and act as good role models for the children. Through recruitment procedures and the staff induction policy, staff are suitably qualified for their post. Clear policies and procedures are in place for the efficient and safe management of the setting, which work well in practice to promote the care, learning and welfare of the children.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection three recommendations were made in relation to fire exits, complaints procedure and the daily register.

The playgroup has made improvements since the last inspection. Recognised fire exit signs have been displayed on exit doors identifying them to staff, children and parents. Children regularly practice the fire drill and are made aware of the correct doors to use in order to exit the building safely. The settings complaints procedure is inline with current legislation and includes the contact details of the regulator, Ofsted. Should parents wish to make complaint, they are aware of the procedure to follow and the correct contact details. A daily register is kept recording the arrival and departure time of all children. This ensures children are accounted for at all times.

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 the dignity and privacy of children is protected when using the potty.

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 systems in place to monitor and assess the quality of teaching.

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