

Southover Pre-School

Inspection report for early years provision

Unique Reference Number	EY256699
Inspection date	14 March 2008
Inspector	Anahita Aderianwalla
Setting Address	12 Southover, London, N12 7JE
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Registered person	Huma Sayed
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?

Southover Pre School is a well established playgroup situated in Woodside Park, located in the premises of a football and cricket club. It was registered in 1968. It is registered for 40 children aged between two and five years. It operates from two large interconnecting rooms. The pre-school serves the local area. There are currently 49 children on roll in the pre-school. Of these, 29 children receive funding for nursery education. The group supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

There are 12 staff who work with the children. All members of staff have appropriate qualifications from Level 3 and Qualified teacher status. The setting receives support from an Early Years Advisory Teacher. The nursery is open Monday to Friday from 9:15am to 1:15pm during school term times

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children develop their understanding of excellent hygiene because they learn to wash their hands independently after using the toilet, before eating and after messy play. They use the toilet facilities independently but staff are alert to remind younger children of the need for hand washing. There are signs in different languages in the toilets to remind older children, and the children sing songs about looking after their bodies, such as, "This is the way you brush your teeth." Children gain additional understanding of good hygiene practices, such as washing up the snack cups and plates after snack time. Children help themselves to tissues, and throw them in the dust bins, which are skilfully arranged around the rooms and outside in the garden.

Children receive very good care in the event of an accident or needing medication because several staff have current first aid knowledge. Staff keep accurate records of any accident that occurs and ensure that these are signed by parents. They ensure that parents provide written consent to administer medication and children's continuity of care is maintained, parents are asked to sign the record book to acknowledge the entry.

Children have excellent opportunities to develop healthy eating habits. Children enjoy snacks, as they help cutting of the fruit. They are offered milk or water. They bring lunch boxes from home and parents are asked not to send chocolate or sweets and children discuss healthy foods, through discussions at circle time or when playing computer games. Children can help themselves to water throughout the day.

Children benefit from regular fresh air and exercise. Children play outside daily using the own enclosed area, with an abundance of activities set out for them to explore and investigate the outside, while having bundles of fun. There is a very well-resourced, child-centred, outdoor play area, providing children with frequent opportunities to be active, move safely, climb, balance and learn to peddle trikes. They develop an awareness of space and learn to move their bodies imaginatively as they enjoy dancing and moving to music, play instruments and join in with action rhymes. They improve their balance and control using a wide range of large apparatus, such as climbing frames, and balancing on wooden planks on an obstacle course. Children know that exercise makes them warm and they need to take a break, or drink some water. This further contributes to children understanding about gaining a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use premises that are kept extremely clean and very good use of space is available to provide children with a wide range of activities. The layout of the equipment is attractive and welcoming. Children of all ages see their own work displayed because there are large display boards around all the room walls. They use a good range of high quality, well-maintained, equipment suitable for their age and stage of development. Children are confident and are able to self-select toys because these are stored in clearly labelled containers in low-level units.

Children receive care in a safe and secure environment because staff have assessed and minimised hazards and ensure that these are remedied. Children are supervised well at all times, particularly when using the outside area, which has small cones that act as a barrier, to a large open cricket field. Collection procedures are robust and ensure that children only leave the building with

known carers, and passwords are used when someone other than the parent collects the children. Children learn to keep themselves safe because staff remind them why they must not run inside and children are gently reminded to be aware of each other as they ride their bikes in the garden.

Children's welfare is safeguarded because staff have a good understanding of the symptoms of child abuse and the procedures to follow if they were to have concerns about a child in their care. Staff keep detailed, confidential incident records of any unusual behaviour or children's existing injuries and are aware when they may need to make a referral. Children develop their awareness of their personal safety because they discuss risks posed by strangers when they are going on outings and staff help them to gain confidence to speak up for themselves in all situations.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Activities and opportunities provided for children are excellent. A varied, challenging, stimulating and interesting range of age appropriate resources and activities are available, such as a Karaoke machine, combined with playing a variety of musical instruments, or simply having fun outside, with trucks and an assortment of vans and cars in the soil in a builder's tray. Children also enjoy experiences away from the setting. All of which provides interest, stimulation and challenge to help children make outstanding progress and thoroughly enjoy their time at the setting.

Children are very confident, settle quickly and select for themselves a favourite activity from an excellent range available. The children explore and investigate in a child led environment where staff promote children to relish every moment of play and give them the time they need to discover learning. Children are very interested and active in their own learning, spending time concentrating on the resources and activities, such as children playing with coloured corn flour with hidden 2D shapes, or scented play dough with familiar smells, like, perfume, lemon and herbs. Another child is concentrating very hard on doing up the buttons on a dressing up coat. They are curious and want to play with the resources, watch the spiders and bugs in the garden, or explore many of the excellent resources available to support children's learning.

Children are developing strong relationships and get on well with peers and adults. Caring relationships between staff and children are evident, supported by a robust key worker system in place. They are greeted warmly by staff as they arrive, enabling them to settle and participate eagerly in the play and activities on offer. They play imaginary games together, cooking in the role-play corner. The children cooperate, working extremely well together, they organise their own games; a group of children, playing with vans and pick up trucks in the soil, in large builder's tray, naturally share and readily take turns, with staff rarely having to help mediate disputes.

Staff have developed a very good understanding of the 'Birth to three matters' framework, which is shared with parents through the many displays around the setting and very evident in their assessments and planning. Planning for younger children does differentiate for more and less able children. They benefit from the good balance of adult-led and child-initiated experiences made available. The staff promote children's development, they join in the children's play, building on the children's own interests and supporting their learning through the use of rich language and appropriate questions and challenges to arouse their curiosity in learning through play.

Nursery Education

The quality of teaching and learning is good. Children use their imagination in a wide range of situations, such as the role play 'in the kitchen' as they play with play food and cooking utensils and other resources with their key workers. Children use number names in their play and count groups of items reliably. They talk about 'big, big envelopes' and 'little bits' of paint, using the language of mathematics expertly. They use number names and recognise numbers when they press the buttons on the telephone in the role play area. Children communicate effectively and use a wide range of vocabulary to express their ideas and talk about what they know. They use language effectively to respond to their sensory experiences, telling adults that the cup is 'hot'. Children talk with understanding about what they do at home and they notice patterns and changes in the natural environment when they discuss the day and weather at circle time each morning, and grow cress seeds and have a vegetable patch to grow vegetables, which they use for snack time.

Children's ability to manipulate small tools is well developed, they successfully hold brushes correctly to paint, as they make Easter baskets. Children are offered mark making in all areas of the setting, and as a result children understand writing for a purpose. The walls show a wide range of colourful displays of work created by the children. Confidence in technology is developing as the children skilfully use a mouse to complete complex computer games, where children have to make decisions and sort out where they should place items to recycle. Opportunities for children to develop knowledge and understanding of the world are successfully incorporated into planning. Visits to the shops and post office provide children with the opportunity to extend their learning about the local community.

Children benefit well from the staff's sound knowledge of the Foundation Stage, and effective teaching helps children make good progress towards the early learning goals. Effective plans are in place, covering all areas of learning. However, they do not show differentiation for children's abilities. Children's achievements are well recorded in individual files and identify next steps. Children are skilfully questioned and challenged by the staff, who ask richly phrased questions to help children to think and to learn at their own pace. For example, they ask questions in rich mathematical terms, such as 'how many' and is it 'large or small', thereby using every day activities to help children develop their understanding of numbers and number concepts.

Helping children make a positive contribution

The provision is good.

Staff show a clear commitment to equal opportunities and this is evident through practice at the nursery, ensuring that all children have equal access to resources and activities. Children have good opportunities to learn about their local community and culture through a variety of planned activities, such as walks to the local post office and around the town and celebrating well known festivals such as Chinese New Year and Easter. A wide range of resources and activities such as, celebrating the Chinese New Year and Japanese Girls and Boys Days, encourage children's understanding of diversity. Staff are continually devising fun and interesting ways for children to learn about the wider world, through a wide range of resources, such as, reference books, jigsaws, dressing up clothes, cooking activities and writing in different languages all around the nursery.

Children thrive in an atmosphere where staff support children, making them feel valued as individuals. The children and the staff show respect, consideration and care for themselves and each other. Staff value children's input, listen to them and respond showing interest and concern. Children's work is displayed and children learn to value themselves and others through

planned topics and activities such as 'International Food Day'. Children's spiritual, moral, social and cultural development is fostered.

The setting benefits from a Special Educational Needs Coordinator who demonstrates a good understanding of the needs of children with learning difficulties and disabilities and is committed to working with parents and other organisations to ensure that individual needs are met. The setting have resources to promote children with disabilities. However, these are not fully incorporated into daily planning or activities, giving children free access to play with them. Children's behaviour is very good, they share and take turns and have a developing sense of right and wrong. The children have a good level of independence, freely selecting equipment for themselves and taking responsibility for their personal care.

Partnership with parents and carers is good. Parents speak highly of the group and appreciate the care, the good quality teaching and attention given to their children. Children benefit from parents' involvement in their learning and staff liaise very well with the parents and arrange consultation mornings with parents, and send a daily diary home. Parents have a comprehensive range of information on the children's activities through notice boards, newsletters, yearly reports on children's progress and good daily dialogues. This helps staff and parents work closely together to promote children's progress and ensure consistency of care.

Organisation

The organisation is good.

Good organisation in all areas of the provision helps to provide the children with a secure and positive environment. Staff morale is good and the strong and effective team work well together.

Senior staff hold regular meetings to discuss organisational issues and have individual areas of responsibility.

All necessary documentation, permissions, policies and procedures are in place, most of which are regularly updated and effectively maintained. The staff record the setting's opening and closing times, and this is not clearly shown against individual children's names. This can impact on children's safety. Staff deployment and high adult ratios means that children are well supervised at all times.

The leadership and management of early education is good. The nursery manager monitors what is happening with the Foundation Stage curriculum. The senior staff manage the planning, and feed back to the manager, who holds regular meetings with the staff and is fully aware of what the Foundation Stage involves. The manager is able to identify the strengths and weakness of the provision through time spent in the setting, meetings and appraisals, which lead to training when appropriate or further discussions with external agencies. She keeps a realistic overview of what is going on, is able to evaluate the provision successfully and has her own clear vision about what she wants to improve. Strong commitment is demonstrated through the encouragement for staff to continue their training and personal development, the constant drive to improve the environment and resources and therefore the children's experiences, with the welcoming of input from other professionals.

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

Improvements since the last inspection

The last inspection made the following recommendations for the nursery to look at how all parents are informed about their children's development and progress. Since this time the setting have many procedures in place to inform parents, such daily feed back, a parents notice board, and consultation mornings with parents, about their child's progress. Since that time the nursery has undertaken work to fulfil these recommendations fully

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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 children have access to resources that promote disabilities and freely available, and incorporated in daily routines throughout the setting
- improve ways of recording 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):

- enhance planning by showing how activities will be differentiated to meet the individual needs of children.

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