

Devon Close Pre-School

Inspection report for early years provision

Unique Reference Number	140413
Inspection date	01 July 2008
Inspector	Shaheen Belai
Setting Address	Devon Close, Tottenham, London, N17 9HR
Telephone number	020 8801 3210
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Registered person	Devon Close Pre-School
Type of inspection	Integrated
Type of care	Full day 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Devon Close Pre-School was registered in 1998. It is situated in Tottenham, within the London borough of Haringey. The setting is managed by a parent committee. The setting provides children with access to a large hall, small quiet room, toilet facilities and a large secure outdoor play area.

The pre-school is open each weekday from 09:00 to 15:00, during term time only. The setting provides care for children aged two to under five years, attending either part-time or full-time sessions and living in the local community. There are currently 28 children on roll, 14 of whom receive funding for nursery education. The nursery currently supports four children who have English as an additional language.

The pre-school employs three staff, all of whom hold an appropriate early years qualification. The appointed manager is working towards completing her level 3 qualification in childcare. The setting has regular parent volunteers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted through effective procedures and staff's good hygiene practices. Children benefit from playing in a clean environment, for example, staff sweep the outdoor area before it is used. A number of staff are trained in food hygiene practices, which contributes to children's health. Children follow good hygiene routines, such as washing their hands independently before eating and after visiting the toilet. Reminders from staff allow children to learn the importance of hand washing, as this helps prevent the spread of germs.

A number of staff are trained in current first aid practice, which enables them to provide appropriate care if there is an accident. Staff use appropriate systems for recording medication and accidents. Children who are infectious do not attend, thus preventing the spread of contagious illnesses.

Children benefit from a healthy diet in the form of snacks during sessions. They enjoy nutritiously balanced snacks, which include fresh fruit, beans on toast, hummus, salad vegetables and milk. However, children are not provided with free access to drinking water throughout the sessions. This impacts on children's health, especially in hot weather. Children attending for a full day enjoy meals brought in from home. Staff advise parents on promoting children's good health by discussing the provision of healthy and balanced meals. All dietary needs are recorded and listed, to allow staff to ensure these are addressed when planning snacks. Children participate in cooking activities and follow theme work to raise their awareness of healthy eating and the effects of food on their body.

Children regularly enjoy a range of activities that contribute towards their health. The outdoor play area is used effectively, with a range of activities provided for children. Young children negotiate obstacles and space well, as they speed along on scooters and bikes. However, equipment to promote physical skills for older children are limited. These children have few opportunities to promote their gross motor skills and extend their participation in outdoor play. Children enjoy walks within the local community and planned outings. Children's fine motor skills are developing well. They are competent in using cutlery, using tools when playing with play dough and confidently use drawing materials.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and child-friendly environment, where children's work is displayed in varying forms, for example, photographs and artwork. Children benefit from playing in a well organised environment, which allows for them to move safely and freely. Parent notice boards are erected indoors and outdoors, which gives parents easy access to notices and advisory posters.

Children have access to a suitable range of quality toys and resources. Toys and equipment are mainly stored at low levels.

Consistent routines and gentle reminders from staff help children to learn about safety within the setting. For example, they are reminded not to run indoors. The premises are secure and there are appropriate procedures in place to prevent unwanted visitors gaining access to the premises. Staff are deployed well to ensure children are always supervised, and arrivals and

departures are carefully monitored. In addition, regular risk assessments, the practice of evacuation procedures, a lost child policy and an outings procedure contribute to children's safety.

Staff are aware of child protection policy and understand the procedures to follow should they have any concerns about a child in their care. Management have addressed training needs in this area, to keep staff up-to-date with current practice and procedures. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They settle quickly into activities set out for them and are developing relationships with peers and staff. Younger children who are settling become familiar with their surroundings and the daily routine. Some staff are skilled in initiating play with children's ideas, such as extending the home corner into a restaurant. This allows for children's ideas to be valued and extends their learning. Children play happily together, selecting resources independently. They enjoy and share activities, for example, playing games. Young children enjoy listening to stories and learn to extend their vocabulary through staff's expressive reading.

Children are involved in a wide range of activities which are planned carefully using a satisfactory range of resources. Staff ensure children are engaged in play of their own choice or participating in adult-led activities, promoting their learning and concentration skills.

Nursery education.

The quality of teaching and learning is satisfactory. Children are making satisfactory progress through each of the six key areas of learning. They are encouraged by staff, who are caring and have an adequate knowledge of the Foundation Stage curriculum. However, weaknesses in the planning, teaching and delivery of adult-led activities means older children's learning is not always extended in meaningful ways. Children's progress is observed, recorded and monitored to help support children to progress to the next stage of their development.

Children are familiar with the setting environment and staff. They are keen to engage in activities, and welcome support from the staff. Planned activities, such as bringing in photographs of their families, help children to develop positive identities. Children are keen to share experiences from home, which staff promote with open-ended questions. Children are very independent and demonstrate good self care skills, such as taking off shoes, using cutlery or visiting the toilet with no adult support. They show concern for others and are developing nurturing skills in providing comfort.

Children speak with confidence to peers and adults during play and large group time. They are learning new vocabulary and recognise that books offer value to their spoken language. For example, they are eager to shout out text they are familiar with from particular stories and listen carefully as staff read to them. Some printed text is used for labelling and children are learning to recognise their name in print. However, labelling is not clearly identifiable to less confident children, which results in children not being independent in freely choosing play from storage or identifying their name. Skilled staff introduce children to phonics, to sound out initial letters and to promote familiarity of how words are formed.

Children understand the concept of counting, and most can count beyond ten. Staff introduce basic addition and subtraction, such as with rhymes. However, there is little opportunity for children to undertake activities which promote and extend their mathematical thinking and problem solving in everyday activities. Shapes are introduced, for example, through printing with squares and triangles.

Children explore their local community and beyond, with planned visits to extend their learning. They show familiarity with using the computer for completing age appropriate educational programmes with adult support. Children talk about their families and home life, which staff promote by initiating discussions. Cooking activities introduce early science, such as children learning the changes in foods when cooked.

A variety of creative and messy activities are provided to children, such as role play, art and craft and accessing musical instruments. However, planning of some adult-led art and craft activities is poor and too structured. Staff do not give children opportunities to actively use their skills, or develop new skills, as activities are fully prepared, allowing for minimal interaction or learning opportunities for children. For example, children do not have opportunities to cut out shapes, choose colours or express their own ideas. The home corner is used effectively by children and the props provided allow for children to express their ideas.

Children enjoy playing outdoors and have ample space to move freely. Though children have access to a range of large equipment for climbing, riding or steering, there is minimal equipment for older children to reflect their age and stage of development. This means older children have limited opportunities to develop their physical skills.

Helping children make a positive contribution

The provision is good.

Staff have a positive attitude towards diversity. Children are cared for in a welcoming and inclusive environment. Children become aware of their own and other cultures through planned activities, and as they celebrate a variety of festivals. Children develop good levels of self-confidence and self-esteem as a result of staff seeking relevant information from parents to allow for consistent care to be provided within the setting. Staff are aware of children who have English as an additional language. They discuss with parents how to offer support to ensure children settle in. Play resources that provide positive images of diversity continue to be extended. Systems are in place to support the development of children with learning difficulties or disabilities.

Children are very well behaved and they play together well. Staff make expectations clear and provide clear reasons for what behaviour is expected. Staff help children to develop good social skills, such as sharing, taking turns and showing compassion for each other. For example, children use the sand timer to help them learn to take turns equally when using the bikes. Older children have time to reflect on unacceptable behaviour in the 'thinking area', where they have time away from play under adult supervision. Staff use lots of positive language and praise with children, which makes them feel valued and helps them to understand what behaviour is expected. This positive approach ensures children's spiritual, moral, social and cultural development is fostered.

The partnership with parents of children who receive nursery education is satisfactory. Staff work with parents during the settling-in period to obtain the information required to meet children's health and care needs. In addition, an initial profile is completed to ensure staff have

a knowledge of children's development and learning. Staff use this information to build on what children already know. Daily discussions, periodic parents meetings and children's folders allow for the exchange of information. This contributes to continuity of care.

The setting has a very active parent committee and regular parental volunteers. Systems are in place to keep parents informed of the setting's operations and children's learning, for example, regular newsletters and detailed notice boards. Parents express their satisfaction at the service the setting provides. They are kept informed of their children's progress and are aware of the complaints procedure.

Organisation

The organisation is good.

Children benefit because staff are qualified and experienced, and able to meet children's needs appropriately. The setting is managed by a parent committee, which is actively involved in the operation of the setting.

Staff deployment ensures children are adequately supervised during the sessions. The sessions are well planned, allowing for children to have quiet and active play. Children feel secure and confident, as they receive appropriate support from staff.

All required documentation which contributes to children's health and well-being are in place. However, attendance records do not reflect children's actual hours of attendance during sessions. This impacts on their safety.

Leadership and management are satisfactory. The setting evaluates its practices, so management are aware of the setting's strengths and weaknesses and the improvements they need to make. The setting has had a change in committee members and a new manager, which has allowed staff to review practice and the delivery of the Curriculum guidance for the Foundation Stage. Management are aware of the planning carried out by staff and regularly discuss children's individual care and learning needs. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the setting was recommended to: ensure that children have some privacy from the general public when using the outdoor area; ensure that children's behaviour is managed consistently; ensure that staff have a secure knowledge of the Foundation Stage, developmental stepping stones and early learning goals; ensure that planning for the educational programme clearly identifies the intended outcomes for the activity in terms of what children are expected to learn; ensure that links are made between the stepping stones and the early learning goals for individual children; introduce a system to monitor and evaluate the quality of teaching to develop knowledge and consistency in the recording of children's progress and development, and share this information with parents; and to provide more practical opportunities for children to problem solve, including simple addition and subtraction, and to practise pre-writing skills and writing for a purpose.

The setting has made good efforts to address these issues and most have been met. New management is in place and this has allowed for practice, training and policies to be reviewed. Reed covering has been placed along the existing fencing to ensure children's privacy. The planning of educational activities and systems for monitoring children's progress has been

reviewed and systems are in place to monitor individual progress. However, there is still weakness in promoting mathematical development. By addressing the majority of recommendations raised, the group has improved children's safety, well-being and learning.

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 that drinking water is available to children throughout the day
- maintain an accurate record of children's 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):

- introduce clear labelling within the setting to promote early identification and promote independence
- evaluate creative activities to promote opportunities to extend children's existing skills and develop active participation
- review the planning of activities to promote daily opportunities for mathematical development
- develop the range of equipment to promote children's physical development, which is appropriate to their age and stage of development.

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