

Just For Me Preschool

Inspection report for early years provision

Unique reference number

EY364903

Inspection date

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Inspector

Caren Carpenter

Setting address

Greenford Baptist Church, Beechwood Avenue, Greenford,
Middlesex, UB6 9UA

Telephone number

07984 713 728

Email

chants23@hotmail.com

Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Just For Me Preschool was registered in 2007. It operates from the Sunday Club room at the Greenford Baptist Church, the preschool is located within the London borough of Ealing. Access to the premises is via a pathway. There is a secure, enclosed garden for outdoor play.

The preschool is registered for a maximum of 24 children at any one time. There are currently 44 children on roll, in the early years age group. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The preschool operates each weekday from 09.15 to 3.45 throughout the year, except, for two weeks closure at Easter, and Christmas, and three weeks closure during the summer.

The setting supports children with English as an additional language and children with learning difficulties and/or disabilities.

The group employs five members of staff. All staff hold appropriate early years qualifications. The setting receives support from the Early Years Childcare Partnership and are members of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Children's individual needs are met as a result of the satisfactory links with parents and others. Although, staff know children's interest and capabilities, they do not yet have secure knowledge of the Early Years Foundation Stage to plan effectively to enable all children to make good progress in their learning and development. Children are cared for in a secure and welcoming environment however, there are times when not all children are appropriately supervised to ensure their safety. The manager is aware of the strengths and areas for improvement within the setting and is working closely with the local early years advisors to improve the service for children and parents.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop and evaluate planning of the educational programme to effectively support and promote children's individual learning, particularly in relation to knowledge and understanding of the world and creative development
- provide opportunities for parents to meet with their children's key workers to discuss their children's progress reports and contribute in planning the next step in the children's learning
- review the procedure for parents signing their children out to further secure

- their safety
- ensure that children are well supervised at all times
- review the key worker system to ensure its effectiveness in meeting the children's individual needs at all times.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve vetting procedures to ensure adults caring for children or having unsupervised access to them are suitable to do so. (Suitable People)

31/12/2008

The leadership and management of the early years provision

There are clear policies and procedures in place to protect children from harm. However, the vetting procedures are not rigorous enough to ensure that every adult caring for children or having unsupervised access to them is appropriately vetted and suitable. This means that children are not fully protected. The system for recording when children depart is not effective because it is not completed consistently and as result children's welfare is not fully promoted.

Although, new children are forming loving and secure relationships with their key person, there are times due to the deployment of staff that children become unsettled and their needs are not appropriately met by other staff.

The manager has a good overview of the work of the staff. She holds termly team meetings to support staff to gain further knowledge to help children work towards making progress in their learning and development. She has identified areas for improvement for example, developing structure planning to ensure they meet each child's individual needs. The manager uses feedback from parents and discussion with staff to monitor and evaluate the quality of care and education they offer.

Partnerships with parents and carers are satisfactory. Staff carry out home visits to each child before they start the setting and use this appropriately to gather information from parents in order to help settle their children in the preschool. Each child has a daily communication book which staff use to record and share information with parents about what their children have enjoyed doing. Parents are provided with their children's written progress report. However, they do not have opportunities to meet with staff to discuss their children's progress reports or to contribute to planning the next step in their learning and development. Parents report positively on the friendliness and caring attitude of the staff.

The quality and standards of the early years provision

Children are cared for in a welcoming environment, which is organised to promote their independence. Children confidently choose what to play with from the range of activities set out, select additional resources to develop their play and ideas and choose whether to play indoors or outdoors for most sessions. For example, they

choose from a selection of books, puzzles, easel painting and sand play activities.

Overall, children are making satisfactory progress in their learning and development. Staff provide a stimulating range of activities to help them make progress towards the early learning goals. During a creative activity children clearly enjoy playing with the wet and dry oats, they mix the oats with water, and use their hands to feel and discuss the different texture while making various sizes of balls with the oats. Staff supported their learning experiences by extending their communication, literacy, language and problem solving skills by counting the numbers of balls, discussing how many and identifying the different sizes. However, children have few opportunities to use information and communication technology to help them develop skills that contribute to their future economic well-being. Children have some opportunities to participate in imaginative play. For example, they enjoy role play activities however, they do not have a broad range of role play resources to choose from to further develop their imaginative skills.

Although, staff undertake observations of the children and record their interest and capabilities, they do not yet use this information to inform the planning of the curriculum. In addition, activities are not yet evaluated to ensure that the learning intentions are achieved.

Children are supervised during most activities however, there are times when staff are not deployed effectively to promote their safety. As a result, not all children are engaging in supervised activities in particular, during free flow play when they choose to play indoors or outdoors.

Children are provided with snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily and freshly made toast. In addition, children are developing good self-help skills and feel a sense of pride as they spread butter or jam on their slices of toast.

Children behave well because they know what is expected of them. Most times they purposely engage in meaningful activities with sensitive support from staff. Children learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff. Children are encouraged to develop a positive self-image. Staff are working well with parents to help children develop an understanding of their own cultures and those of others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.