

# Waterside Pre-School

Inspection report for early years provision

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| <b>Unique reference number</b> | 152931   |
| <b>Inspection date</b>         | 11/03/2009                                     |
| <b>Inspector</b>               | Christine Bonnett                              |
| <b>Setting address</b>         | 17 Trubshaw Road, Southall, Middlesex, UB2 4XW |
| <b>Telephone number</b>        | 020 8843 0548                                  |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | 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

Waterside Pre-School is one of six pre-schools run by Ealing Pre-School Learning Alliance (PSLA). It opened in 2001 and operates from a purpose built area within Havelock Community Centre, in Southall in the London Borough of Ealing. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 08:00 to 17:30 all year round. All children have access to a secure enclosed outdoor play area.

There are currently 20 children aged from one to under five years on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four. Children come from the local and wider community.

The pre-school currently supports children with learning difficulties and/or disabilities, and also children who speak English as an additional language. The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. The nursery employs eight staff, of whom seven hold appropriate early years qualifications and one is working towards a qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are looked after in a clean, safe and appealing environment. They are all valued and respected as individuals and have their needs met by kind and caring staff. The manager recognises the importance of continuously improving the practice of the setting, and has made significant changes since the last inspection for the benefit of the children.

## What steps need to be taken to improve provision further?

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

- develop awareness of the importance of listening to children to help develop language and to contribute towards planning appropriate play and learning experiences that are tailored to each child's interests and needs
- ensure policies and procedures are accessible for parents to consult and are easily understood.

## The leadership and management of the early years provision

Since the last inspection, the manager and her staff have implemented a number of improvements that have had a positive impact upon the safety and well-being of the children. These include improving the daily registration process and ensuring younger children cannot access potentially harmful equipment. In addition, she has devised an action plan which identifies areas to develop in the future. Parents and staff have the opportunity to feed into the setting's self-evaluation process. One

area that the manager and nursery teacher have targeted is to move children's learning forward by building upon the staff's listening skills as they work with them to enable staff to target their responses more accurately. The aim is to promote children's vocabulary, thinking and reasoning skills, which will contribute towards planning the next step in each child's individual learning journey.

The setting understands the importance of working in partnership with parents. Staff ensure that all relevant information about the child is exchanged, either in their 'yellow book' or verbally each day, to keep parents informed and to provide consistent care. All the required records and policies for the safe and efficient running of the setting, and to meet the children's needs, are maintained. However, policies that have a significant impact upon the children, such as child protection, sickness and equal opportunities, are not easily accessible for parents to consult, or easily understood.

Staff have a good understanding of child protection issues in relation to indicators of abuse and the procedure for reporting concerns. Risk assessments on all areas of the premises are detailed, and effective steps are taken to minimise potential hazards. Regular fire drills are held to further promote children's safety. Robust recruitment procedures are in place to ensure that all adults having contact with the children are suitable to do so.

## **The quality and standards of the early years provision**

Children thoroughly enjoy their time at the setting. The high quality planning and organisation ensures that every child is suitably challenged by the play experiences provided. The nursery teacher plays a key role in working with staff to gather information through effective observation and assessment to tailor make the next step plan for each child based on their interests and learning preferences.

The wealth of play resources and their accessibility ensures that children become active and independent learners and make good progress in their learning and development. All six areas of learning are well promoted. Information and communication technology is available to promote future economic well-being, and the nature area in the garden provides children with the opportunity to learn how to grow and care for plants.

Children benefit from having ready access to the garden. This area is also well equipped with resources that cover each area of learning to enable them to experience a whole range of activities in the open air. A particular favourite that is great fun for the children is playing 'what's the time Mr Wolf'. Children ride bikes, and the regular trips to the local park enable them to climb on challenging apparatus to further develop their physical skills.

Children learn about diversity within society as multicultural play resources and those that reflect positive images of disability are available. Black History Month is acknowledged, as well as a range of world faith festivals. Input from parents is welcomed to ensure the appropriate customs and traditions are followed and enjoyed. Children are also taken on trips to the local temple, mosque and church

to help increase their understanding of the world around them.

Staff are well deployed around the nursery to support children's learning and to provide warmth and comfort. Children's independence is promoted at snack times as, with close monitoring by staff, they cut their fruit and pour their drinks. Parents supply the children's lunches. These are refrigerated until lunchtime to make sure they are safe to eat. In addition, staff comply with food hygiene regulations when heating food. Lunchtimes are social, relaxed and unhurried occasions as staff sit around the table with the children and offer assistance, if necessary.

## 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

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

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 2 |
| 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? | 2 |

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](http://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 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.