

Elgin Pre-School

Inspection report for early years provision

Unique reference number	135034
Inspection date	24/02/2009
Inspector	Helen Maria Steven

Setting address	Community Centre, Harrow Road, London, W9 3RS
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Telephone number	020 7289 7895
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Email	
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Type of setting	Childcare on non-domestic premises
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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).

Description of the setting

Elgin Pre-School is a community playgroup managed by a voluntary committee, which includes parents of children attending. The provision was registered in October 1992 and is on the Early Years Register. The pre-school is situated in a community centre in the Harrow Road area of the City of Westminster. The way in to the building is via Chippenham Road and access to the first floor setting is via a flight of stairs. Children have access to two rooms and adjacent children's toilets. There is a paved securely fenced play area near the setting and a playground which are used daily for outdoor play.

The group is registered to care for a maximum of 20 children in the early years age range at any one time and there are currently 22 children on roll. The group receives funding for the provision of free early education. The provider has experience of supporting children with additional needs and English as an additional language. The setting is open Monday to Friday during school terms only. Sessions run from 09:30 to 12:00, 12:45 to 15:15 and 09:30 to 15:15.

There are three full-time and two part-time members of staff working directly with the children, three of whom are qualified. There is also a regular volunteer supporting the staff and student placements are offered. The group receives support from the Pre-School Learning Alliance and the local authority and has good links with other local agencies.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time at the nursery and have good relationships with the friendly staff team which is a key strength of the provision. The management team are keen to improve the provision; they welcome support from the local authority and the Pre-School Learning Alliance, undertake relevant training and make links with other providers to seek ideas on effective practice which benefits the children. Children's individual needs are known by practitioners and strong links with parents and carers, other professionals and the local community support children's individual needs.

What steps need to be taken to improve provision further?

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

- develop the systems in place to ensure that each child's culture, religion and home language is supported effectively to further promote equality
- continue to develop the process of self-evaluation to identify strengths and areas for development that will improve the quality of provision for all children
- continue to develop the planning of activities and the environment, observation and assessment of children's progress

The leadership and management of the early years provision

The setting is run by a dedicated and supportive parent committee. Children benefit from the stability of a welcoming and enthusiastic staff team. In addition a devoted volunteer supports staff on a daily basis. The manager works directly with the children and is the key worker for half of the children on roll; this presents challenges as her supervisory roll sometimes takes her away from direct contact with the children. Practitioners develop good relationships with parents. There is a two-way flow of information and progress is shared regularly. Parents report that they are very happy with the nursery and welcome the friendly atmosphere created by the staff team. Notice boards are informative and the recently introduced newsletters are proving popular, although they are not currently used to share curriculum information to facilitate parents in supporting their children's learning at home. Practitioners have received training and are in the process of developing their delivery of the Early Years Foundation Stage (EYFS). Systems for observation, planning and assessment are in place and are steadily evolving. Discussions with parents at the start of the placement support practitioners' understanding of children's starting points and parents are included in identifying children's next steps of learning.

Through discussion, management demonstrate that they evaluate their practice to identify strengths and areas for development to improve the quality of provision for all children. This process is in its infancy and they are in the process of recording this information. Children attending the nursery reflect the rich diversity of the local community. Practitioners have a number of systems in place to support children's sense of belonging within the setting; for example, displays ensure the correct spelling of children's names and their individual preferences. Familiar music is played from children's culture, which they dance to with passion. However, the learning environment and planned activities do not always visibly celebrate the linguistic and cultural diversity of each individual child. There is a good range of clear policies and procedures in place, as well as the paperwork required for the safe and efficient management of the setting. Children are safeguarded as there are robust recruitment procedures in place and practitioners are aware of their responsibilities and know how to proceed in relation to child protection concerns.

The quality and standards of the early years provision

Children are confident and enjoy their time at nursery developing relationships with their peers and the friendly staff team. Children work together to problem solve when completing puzzles and practitioners encourage them to think about mathematics during their routines, such as counting the stairs and checking numbers of children present. They enthusiastically explore mark making with different media and access a cosy book area independently as well as with practitioners for story times. They are totally absorbed when preparing pancakes; they discuss their personal preferences for toppings and eagerly devour the food when it is cooked as well as proudly taking a sample home to share with their families. However, opportunities are missed to extend the learning of more able children. Children develop an understanding of their environment through local

outings and via the varied range of visitors invited to share their knowledge and expertise. Regular dance sessions and daily outdoor play supports children's physical development. Children enjoy role play, communicating their ideas with their peers and re-enacting life experiences. However, this area lacks a varied range of resources in order to support all learning areas and reflect the rich cultural diversity of the children.

Children behave well within their stage of development and staff are confident in dealing with any unwanted incidents. By undertaking activities such as tasting fruit and vegetables, through discussions with visitors and visual displays, children develop an understanding of how to keep themselves healthy. In partnership with parents children are given healthy snacks and packed lunches. Practitioners demonstrate that they have risk assessed hazards and children learn how to keep themselves safe, for example, they are reminded how to walk down the stairs safely.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.