

Whizz Kids Pre-School

Inspection report for early years provision

Unique reference number	EY368363
Inspection date	24/04/2009
Inspector	Jane Nelson
Setting address	Ashford Park Primary School, Station Crescent, Ashford Middlesex, TW15 3HN
Telephone number	07854323879
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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 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

Whizz Kids Pre-School is owned by a private provider. It was registered at the existing premises in 2008, and is situated in the grounds of Ashford Park Primary School in Ashford, Middlesex. The pre-school operates from a single storey, purpose-built building, with ramp access to the front of the building.

The pre-school is registered on the Early Years Register to provide care for a maximum of 26 children aged from two years to the end of the early years age range at any one time. There are currently 44 children on roll, 32 of whom receive funding for nursery education. The pre-school is open each weekday from 09:00 to 15:00, during term time only. Children have access to a secure enclosed outdoor area. The pre-school employs a team of seven staff. Five staff are present on any one day. All staff hold appropriate early years qualifications.

Systems are in place to support children with learning difficulties and/or disabilities and also children who speak English as an additional language. The setting receives ongoing support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are well known, enabling staff to plan and provide activities and experiences that interest and encourage all children to participate at their own pace. Staff are deployed effectively and support children well in their learning and development. Information is shared verbally on a daily basis with some parents, however systems to provide information about the nursery curriculum and the activities children enjoy on a daily basis are not yet fully implemented. Self-evaluation is effective in identifying some areas for improvement, although how and when these will be achieved is not always identified.

What steps need to be taken to improve provision further?

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

- continue the development and use of the outdoor area and all indoor areas, to extend and enhance children's learning experiences
- develop further systems for sharing information with parents about the range of activities children experience on a daily basis, increasing opportunities for parents to support and extend children's learning and development.
- make sure attendance records include times of arrival and departure for children, in particular those who arrive and leave outside the agreed times for arrival and collection

The leadership and management of the early years provision

The pre-school is well organised and equipped with a good range of play equipment and resources that encourage children's learning and development. A welcoming and creatively planned environment is provided that stimulates children's interest and enjoyment. Space is appropriately organised, although the indoor and outdoor environments are not yet constantly used to their full potential, which, on occasion, can result in a high noise level.

A clear management structure is in place. For example, effective arrangements for the deputy to take over day to day management of the pre-school during the proprietor's maternity leave are in place and working well. This provides continuity for children, staff and parents and carers. Self-evaluation is effective in identifying areas for development and some changes have been successfully implemented. For example, staff have responsibility for allocated areas of the physical environment, such as the creative area, or are responsible for the preparation and serving of snack time on a rota basis. However, other issues, such as the outdoor area being accessible to children throughout the session and the availability of a quiet area for small group work, have not yet been fully implemented or suitable alternatives created.

Staff work very well as a team and are good role models for the children. They each have allocated areas of responsibility during pre-school sessions, resulting in children being well supervised and supported in their play. General safety issues are monitored on a daily basis. Regular staff meetings are held and staff have access to ongoing training through the local authority. Staff have an understanding of child protection issues and the procedure to follow if concerns arise.

Information about children's needs is obtained through discussion with parents/carers, when children first come to pre-school. For example the key worker and parents complete an 'All About Me' information sheet together, ensuring staff have relevant information to meet children's individual needs. Systems for planning and monitoring children's development are effective. Staff and parents/ carers exchange information verbally on daily basis. Although systems are in place to share information with parents/carers about children's development and the nursery curriculum, these are not yet fully developed to ensure parents/carers know what their children have been doing on a daily basis. Partnership with the school in whose grounds the pre-school is situated is in the process of being developed.

The required documentation, policies and records are in place and maintained and most contain the necessary detail. However, when children arrive or are collected later than planned, the times of arrival and departure are not always recorded.

The quality and standards of the early years provision

Children enjoy a good range of well planned activities and play experiences that encourage their learning and development and capture their interest. As a result,

children enjoy their time at pre-school. They arrive excited, are pleased to see each other and staff, and are happy, busy and involved in their play and learning. Children benefit from good interaction with staff, who support them well in their play, making suggestions, asking questions and encouraging children's language development through constant conversation.

Children have many opportunities to develop their self-confidence and social skills and to gain a sense of belonging. For example, children are excited as they look at the nursery photograph album together, recalling their friends who have left and gone to school, discuss what they are doing in photographs, and observe how big they have grown. Children learn to take turns with favourite equipment, such as pedal cars in the garden. They use a large egg timer to monitor when it is their turn, watching the sand as it moves from one half of the timer to the other. They know it is their turn when all the sand has moved. Children's achievements are praised and valued. They proudly wear an 'I helped my friend' sticker and talk about how they helped. Children's creative work, such as their self portraits, is attractively displayed. They recognise each other's paintings, recall whose portrait is missing because they were not there that day, and link their friends' names to their portrait. Children write and mark make independently. They confidently sound out letters of their name to staff and each other as they write their names on paper aeroplanes. Children compare size as they discuss who is the tallest. A member of staff suggests they compare their height using the wall measuring chart, which they do with her help. Children look at books independently and enjoy stories. They listen avidly to a story in a large group at the end of the morning, and enjoy ad hoc stories in small groups, sitting comfortably with a member of staff reading to them in the book area or on a mat in the garden.

Children learn about the world they live in through topics about people who help us. They see the wider world reflected in the toys and resources they use. Children's awareness of their own and each other's safety is promoted well, for example, a recent visit from a policewoman promotes conversation about not talking to strangers. Children are reminded to be careful as they move around and in their play. Children have good opportunities for physical exercise and outdoor play in the nursery garden. They pedal cars and ride bikes, confidently use scooters, and climb up the ladder to top of the climbing frame, then slide down the slide. Children follow good hygiene procedures as part of the daily routine. They are reminded to wash their hands after using the toilet and before snack and lunch. Children thoroughly enjoy a well planned and sociable snack time. They choose when to have their snack once the snack table is set up. Some children recognise they are hungry and talk about needing a snack as they make their way to the table. They choose and help themselves from a selection of attractively presented fresh fruit and raw vegetables, and pour their own drink of water or milk. Children chat to each other and the member of staff supervising the snack table as they eat and drink. Parents provide individual drinks for their children daily, and a packed lunch for children who stay all day.

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.	3

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

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