

Cedars Pre-school

Inspection report for early years provision

Unique reference number	EY337754
Inspection date	12/03/2009
Inspector	Sibani Raychaudhuri

Setting address	Cedars First School, Whittlesea Road, Harrow, Middlesex, HA3 6LS
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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).

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

Cedars pre-school was registered in 2006. This registration is to cater for a move to new premises at Cedars School. Prior to this move, the group operated from Cedars youth club in Harrow Weald for 13 years. The group opens five days per week, term time only. It runs a morning session from 09.15 to 11.45 and an afternoon session from 12.30 to 15.00. A maximum of 18 children aged between two and five years may attend at any time. All children share access to a secure enclosed outdoor play area of the main school.

There are currently 45 children aged from two to under five years on roll. Of these, 20 children receive funding for early education. The pre-school currently supports a number of children with learning difficulties and/or disabilities (LDD) and also supports a number of children who speak English as an additional language (EAL). The pre-school employs four members of staff who hold appropriate early years qualifications.

Cedars pre-school is registered on the Early Years Register, the Compulsory Childcare Register and the Voluntary Childcare Register.

Overall effectiveness of the early years provision

The quality of the provision is good. Pre-school staff have a good understanding of the children's individual needs. They work closely with parents to ensure the children's needs are met, creating inclusive practice. Children are confident, sociable and happy and make good progress in their learning and development. However, regular evaluation of the provision by the manager and staff is not sufficiently developed. Its capacity to improve is judged as good as all the issues identified in the last inspection have been tackled effectively.

What steps need to be taken to improve provision further?

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

- plan and develop play opportunities in the covered area outdoors to support children to learn with enjoyment and challenge
- develop and implement systems for staff to monitor and evaluate the effectiveness of the provision and its impact on children's learning

The leadership and management of the early years provision

Staff have a good understanding of the procedures to follow with any child protection concerns, which ensures that children's welfare is safeguarded. All staff have been checked for their suitability to work with children. Safety is given a high priority and staff continually check the environment and activities through daily risk assessment, which has been an area of improvement since the last inspection.

Children are safe and secure as staff are vigilant about children's safety. All required documentation is well maintained. Adult to child ratios are maintained at appropriate levels.

Staff work well as a team and understand their roles and responsibilities. Consequently, the environment is well organised with a varied range of resources to ensure that each child's interest is maintained and they enjoy their time at the pre-school. The organisation of the premises and the deployment of staff very positively supports children's welfare, learning and development. It shares the school's playground and the cookery room that offer opportunities for children to engage in many enjoyable activities.

Children's welfare and learning are supported through a key person who carries out regular observations and assessment of children. Staff contribute satisfactorily to the self-evaluation of their work and recognise their strengths and areas for improvement. However, there is no formal system for staff to monitor or evaluate the quality of the provision and how well it contributes to children's learning and development. However, recommendations raised through the inspection have been recognised as the route to improvement.

Since the last inspection, training has ensured that staff have developed their knowledge and understanding of the Foundation Stage well. There are now daily plans based upon a theme that follow from weekly planning in the six areas of learning. As the pre-school works closely and well with the Early Years Foundation Stage of the main school, it follows their themes to give children continuity in learning. There is a systematic observation of children's learning and progress which is carried out by the key worker. A record of their progress is kept.

Parents are seen as partners in their children's learning. The information sought initially from parents helps staff identify children's starting points and meet their individual needs. The parents who spoke to the inspector highly praised the provision.

The quality and standards of the early years provision

Children attending show eagerness and enthusiasm to learning and are purposefully engaged in their activities. Records show that care and thought are given to planning indoor activities which will support and stimulate all children attending. However, in the covered area outside the classroom, play opportunities are not sufficiently planned to challenge and enrich children's experience and learning through imaginative play.

Staff frequently engage in conversation with the children. For example, when three children matched words to pictures after listening to the words on tape, the staff promoted their language and concepts well through talk. In this group, a child with learning difficulties was supported well. The children who speak a language other than English are supported effectively through talking and singing.

Staff ensure that children are able to develop their independence as they are

encouraged to choose their own resources and activities. The classroom is organised with attractive resources that are accessible to children so that they can select them and play independently. For example, a two year old child selected a 'small world' toy and played happily on her own. Staff plan effective opportunities for children to work in small groups where attention is given to their individual needs so that they make good progress. Similarly, children listen to stories in small groups which also cater for their individual needs. The staff also place an emphasis on children's personal, emotional and social development. They greet them warmly when children arrive and develop close relationships with them. Children feel emotionally secure and learn to share resources and play alongside each other.

Children are developing a good awareness of healthy lifestyles as they are provided with a choice of fresh fruit at snack time. They have access to drinking water at all times. They are asked to wash their hands before peeling and cutting fruit. Physical activities are encouraged daily. Children learn well to run, jump, balance and climb and are able to use wheeled vehicles. They are taught the boundaries of their behaviour, which is at least good. Children develop a good level of respect for other people and cultures through learning and celebrating different festivals such as Chinese New Year, Diwali, St Patrick's Day or Christmas. They listen to music from different cultures brought by parents.

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 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.