

Barnhill Pre-School Playgroup

Inspection report for early years provision

Unique reference number	137762
Inspection date	21/04/2009
Inspector	Pauline Nazarkardeh
Setting address	Chalkhill Community Centre, Poplar Grove Barnhill Road, Wembley, Middlesex, HA9 9DB
Telephone number	020 8904 1974
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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

Barnhill Pre-School Playgroup is managed by a voluntary management committee, made up of staff of the playgroup and community centre. It opened in 1967 and operates from the large hall within Chalkhill Community Centre, Wembley Park, in the London Borough of Brent.

The pre-school is registered on the Early Years Register. A maximum of 40 children may attend at any one time. It is open each weekday from 09.15 to 13.00 for 48 weeks per year. All children share access to a secure enclosed outdoor play area.

There are currently 40 children aged from two to under five years on roll. The pre-school currently supports children who speak English as an additional language. The pre-school employs nine staff, of whom, eight hold appropriate early years qualifications. There is one member of staff working towards gaining a recognised qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have a good knowledge of the Early Years Foundation Stage (EYFS) curriculum. They have begun to self-evaluate practice and as a result some areas for improvement have begun to emerge. The pre-school is open to all children in the community. Many of the children attending speak English as an additional language and staff use their linguistic skills to support the children and their families.

What steps need to be taken to improve provision further?

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

- help children who find it difficult to participate freely by showing them how to play and be friendly with other children
- use the systems for observations and assessments of each child's achievements, to identify learning priorities and to provide parents with regular information about children's progress
- extend the areas identified in the system for evaluating the effectiveness of the provision so that improvements are closely targeted, for example, snack time.

The leadership and management of the early years provision

The management team have a good understanding of effective practice, which ensures the smooth and safe running of the setting. Clear written policies and procedures are in place to support practice to ensure children's safety and welfare is promoted. Staff are passionate about their work with children and strive to introduce new ideas and make improvements to the provision.

The setting welcomes suggestions from parents and carers and they use questionnaires to obtain any comments about how the service can be improved. Parents openly express how happy they are with the setting. They say that the children are very happy and that the staff team are very welcoming to both the children and the parents. Parents say that they know how the setting works to support children, but are less familiar with the curriculum and their children's progress.

The setting shows the ability to make continuous improvements. The management team recognises the importance of embracing change and they have successfully introduced the EYFS curriculum in the setting. Staff training is seen as important, with current staff undertaking a range of training which includes Early Years Professional Status as well as National Vocational Qualifications in levels 2 and 3. All staff are involved in the process of self-assessment and as a result the settings strengths and some areas for development are beginning to emerge. However self-evaluation needs to be extended to include particular areas of practice, for example snack time.

The setting has in place appropriate procedures to ensure children's safety and welfare are promoted. For example, clear and robust systems for vetting staff are in place. Staff also have a good knowledge and understanding of safeguarding issues and how to protect children if there are concerns that a child is being harmed and the reporting procedures to follow. They are well deployed, which ensures the children are supervised both indoors and outdoors.

The quality and standards of the early years provision

The pre-school is well resourced, which enables children to engage in a variety of fun and stimulating play activities. The learning environment promotes children's progress towards the early learning goals as a good range of toys and resources are laid out attractively and easily accessible for children to choose from. Children have free access to a wide range of activities both indoors and outdoors. Although staff regularly work to include children in play some children need further help to engage fully in activities and to socialise with their peers.

Children's imaginative skills are very well promoted, they play in the home corner and when listening to stories they all look around trying to find soft toy characters from the story. Children enjoy this and they are given good clues as to where to look for the toy, for example, 'it is down low', 'it is under something'. They move freely between indoors and outdoors enjoying balancing on the beam in the garden and then coming inside to create models using the play dough.

Children's independence skills are supported throughout the setting. They help themselves to equipment from shelves and from the cupboards, to drinks if they are thirsty and a helper system is used to identify the children who will cut the fruit and set out the tables for snack time. Children enjoy using the technology available to them. They are skilled using the mouse when playing the games on one of the laptops, they listen to stories on the headphones and use the digital camera to

take photographs. Children learn to develop their senses as they smell the herbs grown in the garden and feel the texture of the sea bass.

Effective safety measures are in place to ensure the children are safe. For example, staff undertake regular fire evacuation with the children. In addition, the member of staff with delegated responsibility for safety is aware of risk assessments and can explain how the environment is checked daily to ensure it is safe for children. Arrangements for the collection of children ensures that children leave the premises with a familiar adult.

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?	3
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?	2
How well does the setting work in partnership with parents and others?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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