

Toddlers Pre-School

Inspection report for early years provision

Unique reference number EY382956
Inspection date 08/06/2009
Inspector Jill Nugent

Setting address 10th Edmonton Scout Hut Churchfield,, Recreation Ground,
Great Cambridge Road, Edmonton, N9 9EQ

Telephone number 07947 380279

Email

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).

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

Toddlers Pre-School, registered in 2008 although it has been in operation since 2003. The pre-school operates from a scout hut in Edmonton. Access to the building is at ground level directly from the car park. Children share access to a secure outdoor play area. The pre-school is open from 09:30 to 13:30 every weekday during term time.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 24 children in the early years age group. Currently, there are 19 children on roll. The pre-school supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

A total of four staff work with the children. All members of staff, including the manager, hold relevant early years qualifications. There are established links with the Enfield early years partnership and local schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school offers very good opportunities for children to learn through play within a safe environment. The staff's effective systems and procedures enable children to enjoy a relaxed atmosphere, with much support, enabling them to acquire and develop new skills in different ways. Staff ensure that their practice is inclusive so that all children's needs are met effectively. They liaise closely with parents regarding care needs and exchange information regularly about children's progress. An effective system of monitoring and evaluation contributes to the staff's capacity to maintain continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- develop further children's awareness of problem solving and numeracy in practical activities
- increase the variety of snacks on offer to extend children's awareness of healthy eating.

The leadership and management of the early years provision

The pre-school is well-managed and staff work together effectively as a team to promote the outcomes for all children. The manager has introduced systems and procedures that provide a sound framework for the smooth running of the provision. All the required documentation is in place and individual children's records are maintained appropriately. Staff make good use of the available space

by setting out a wide range of interesting activities each day offering children much choice. They spend their time involved with the children enhancing their play and promoting learning. Their emphasis on listening to children and following up their interests works particularly effectively, resulting in a busy and relaxed atmosphere. Children feel valued and included through staff's involvement and this helps them to develop good attitudes towards learning.

Staff are well qualified and show commitment to the ongoing development of their practice through attending training. Recently they have attended training courses in various aspects of children's learning and development and have begun to use Makaton signing to support children's speech development. They are involved in a project relating to communication skills and through this are hoping to offer children extra support. Through continually evaluating their provision, they are able to highlight areas for further development, for example, improving the play environment so that it is increasingly enabling for children. Their observation and planning systems work effectively in supporting and extending children of differing abilities. The system for monitoring children's learning also works well in highlighting areas of learning that require more focus in their planning.

Staff have a good understanding of safeguarding issues and have appropriate procedures in place regarding risk assessments and child protection. They provide clear and detailed information about the setting for parents and are available to speak with them everyday. Parents are asked to complete forms about their children when they start at pre-school so that staff are aware of children's individual interests and needs. Children's learning journey files are made available at all times so that parents are able to monitor their children's progress and become involved themselves in their children's learning. Parents are kept up-to-date with any changes in the provision through a series of newsletters and open discussion events. They express their satisfaction with the care their children receive and especially the potential for further learning.

The quality and standards of the early years provision

Children are very happy in the setting and enjoy the variety of play activities on offer. They benefit from the stimulating play environment which encourages them to be active and creative learners. Staff offer excellent support, interacting with children according to their individual learning needs. They take care to be flexible in their response allowing children to make their own decisions and enjoy each learning experience. For example, children particularly enjoy access to a selection of creative materials and spend long periods of time making pictures and models. Staff challenge children through encouraging them to think and to talk about what they are doing. They enthuse children's interest in books and consequently, children like to spend time in the reading corner with staff, listening and talking together. In this way, they gain self-confidence and develop useful language and literacy skills. Staff are at present focusing on increasing opportunities for children to extend their learning in problem solving and numeracy, although the planned activities do not always enable learning through involvement in practical situations.

Staff use a comprehensive system of observational assessment to enable them to

plan activities in response to children's individual interests and their developmental needs. They work out children's stages of development using their recorded observations and then determine children's next steps in learning. Children's targets are included in future plans so that both individual and group learning is catered for, offering a balance of free choice and adult-led activities. The system works effectively by moving children on in their learning through their involvement in play. Children have good access to computer programmes which help to reinforce and extend their learning, especially in the areas of literacy and numeracy. They have opportunities to learn about the natural environment when they grow plants and explore wildlife outdoors. They extend their physical skills as they use tools and equipment during play. They especially enjoy large group activity sessions with access to a variety of equipment, for example, wheeled vehicles, bucket stilts and a seesaw.

Children's welfare is promoted effectively through the implementation of appropriate health and safety procedures. Staff carry out regular safety checks of the premises to ensure children keep safe in their care at all times. Children have an increasing awareness of personal safety as staff supervise closely whilst promoting children's independence. Children learn to adopt good hygiene practices and are beginning to learn about healthy eating habits. However, the variety of snacks on offer is limited to fruit and biscuits and, consequently, children do not have the opportunity to try a wider range of healthy foods and extend their understanding of a healthy lifestyle. Children's behaviour is very good. They learn to respect others and make friends. Staff encourage children to share fairly and to assist with tidying up after play. At group times, children take turns as they sing songs and have fun joining in action rhymes together. They learn about a wider society through using resources that reflect diversity or finding out about different cultures and festivals.

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?	2
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