

Northfields Pre-School

Inspection report for early years provision

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Inspector	Kim Mundy
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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Northfields Pre-School opened in 1993 and it is run by a voluntary management committee. It operates from two rooms in Northfields Community Centre in the London borough of Ealing. The pre-school is open each weekday from 9.30am to 12 noon during term time. Children also have the option to bring a packed lunch and stay until 1pm. Children have access to a secure enclosed outdoor play area. They come from the local community and they attend various sessions. A maximum of 24 children may attend the pre-school at any one time. There are currently 48 children aged from two to under five-years on roll. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs four staff, all of whom hold appropriate early years qualifications. The pre-school is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy coming to their pre-school because they are having lots of fun. They are making excellent progress because staff have a thorough knowledge and understanding of how they learn and develop. Exemplary partnerships exist between providers, parents and other agencies who work together to ensure that children's needs are fully met. Overall, children are safeguarded and they are developing an appreciation of healthy lifestyles. The pre-school has systems in place for identifying their strengths and weaknesses and staff are keen to develop the provision to benefit the children.

What steps need to be taken to improve provision further?

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

- continue to develop self-evaluation to include the children's views
- update the complaints procedure to include the correct Ofsted contact details.

The effectiveness of leadership and management of the early years provision

Children blossom in this pre-school because staff take good care of them. Arrangements for safeguarding children are secure and well managed; staff are fully aware of the necessary steps to take should any concerns arise. Clear and robust procedures are in place for the recruitment of staff, which includes criminal record checks. Overall, the pre-school's policies and procedures are up-to-date, although, the complaints procedure does not contain the correct contact details for Ofsted. There is an excellent range of toys, materials and resources to meet the varying needs of the children attending. This very established and effective staff

team are aware of their strengths and areas for development. Current successes, innovative practice and desire to do better, confirm the pre-school's capacity to improve in the future. Parents' comments are valued and they contribute to the self-evaluation process by completing questionnaires. Staff are keen to include the children's views in this process.

Partnerships with parents and carers are excellent. Comprehensive written and verbal information is available about children's learning and development and all parents are given a photo CD of their child taking part in different activities. Parents also receive newsletters, information about how and why staff observe their children at play, and an email system is in place to keep working parents informed. A picture slide show is constantly displayed on the laptop to reassure parents that their children are very happy within the setting. In addition, children can look at photos of themselves, their parents and their friends. The pre-school is highly thought of within the local community and parents hold the pre-school in high regard. Comments such as, 'a little piece of magic, exceptional and amazing' are words used by parents to describe this setting.

The provision for promoting inclusive practice is outstanding. The pre-school has excellent links with other professionals and seeks specialist advice for individuals when required. Close links with other professionals guide and supplement the work of the staff. Staff extend their skills as the need arises to further support children in the setting, for instance, by attending sign language training. Children with English as an additional language make equally good progress because staff ask parents for words in their child's first language and use picture clues to communicate effectively. Good links are made with the local receiving school and the reception teacher visits the children in this pre-school setting.

The quality and standards of the early years provision and outcomes for children

Children are developing a good understanding of why it is important to lead healthy lives. They follow personal hygiene routines, for example, washing their hands after messy play activities. Children enjoy eating different fruits at snack time and help themselves to drinking water when they are thirsty. Staff teach children to be active and understand the benefits of physical activity; they run, climb, balance and slide on a variety of equipment. Necessary steps are taken to prevent the spread of infection, for instance, children do not attend when they are sick. All staff have attended first aid training to further promote children's welfare. Children learn to keep themselves safe through well-managed risk taking. For example, children are able to climb a step ladder with adult support whilst constructing a tall beanstalk. Children behave extremely well; they play successfully together, take turns and show care and concern for their friends. For instance, during story time children notice an empty chair, question who is missing and bring this to the attention of a member of staff who reassures them that their friend has gone home.

Children are experiencing an impressive range of thought provoking and memorable learning experiences both in and outdoors. They are very busy and

curious learners from the time they come eagerly into pre-school to the time they leave. Staff constantly reassure and encourage children, which increases their self-confidence and ignites their desire to learn. A picture of each child's development clearly emerges through staffs' thorough planning, observation and assessment records. Staffs' teaching skills are excellent; they know exactly when to intervene to extend children's learning and when to stand back. They take learning opportunities as they arise, for example, as the children quietly observe the robin on the bird table in the garden. Children know what is expected of them and are confident to make their own choices and decisions.

Play and first hand experiences provide awe and wonder; children are on a road of discovery. They find out what happens when they add salt and warm water to blocks of ice, and observe polar bears and penguins magically appearing. Children find out how things work, for instance, as they use telescopes, compasses, calculators and the computer. They learn to care for living things, such as chicks and flowers, and they have designed their own vegetable gardens with soil and root vegetable tops. Children spend time problem solving as they fill and empty containers in the water play, weigh, count, sort and match various objects. Children build with a wide range of construction toys and learn how to use tools safely, such as scissors, hammers and bicycle pumps. They are finding out about the world in which they live as they spontaneously sort the food boxes in the shop for recycling. Children learn about multicultural Britain as they celebrate various festivals, such as Diwali and Christmas. Children enjoy using their imagination during music and movement activities and they are involved in a wide range of make believe play, for instance, in the opticians and hospital. They have great fun building a pirate ship and dress up as pirates.

Boys and girls achieve equally well because activities are designed to appeal to their different interests, especially in relation to encouraging boys to spend time developing early writing skills. Children have many opportunities to practise their early writing both in and outdoors, for instance, as they make patterns in ice with food colouring, sand and shaving foam. They enjoy chalking, and writing on white boards and clip boards. Children are very proud of their achievements, for example, as they practise their nativity play. In this caring pre-school, children are introduced to very exciting, positive learning experiences, which prepare them extremely well for their future education.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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