

# Harvard Park Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY244539
<b>Inspection date</b>	03/12/2009
<b>Inspector</b>	Gail Robertson
<b>Setting address</b>	Smallberry Green School, Turnpike Way, Isleworth, Middlesex, TW7 5BF
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<b>Email</b>	
<b>Type of setting</b>	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).

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.

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## Description of the setting

Harvard Park Pre-School is privately owned by Nicola Saunders and Tracey Milstead.

It opened in 2000. The Pre-School operates from a purpose built room within Smallberry Green Primary School, Isleworth in the London Borough of Hounslow.

A maximum of 38 children may attend the pre-school at any one time. The pre-school is open each weekday 11:15am to 3:45pm term time only. All children share access to a secure enclosed outdoor play area.

There are currently 56 children aged two to under five years on roll. Of these 22 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a child with special educational needs and also a number of children who speak English as an additional language.

The pre-school employs nine staff. Seven of the staff, including the joint managers, hold appropriate early years qualifications. Two staff are working towards a qualification.

The pre-school is affiliated to the Pre-School Learning Alliance [PSLA]. The pre-school receives support from the Foundation Stage Consultant from the Early Years Development and Childcare Partnership [EYDCP].

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children really enjoy their time at this pre-school; they work hard and make good progress in their learning and development because of the good levels of support and encouragement given by the dedicated, well qualified staff. The motivated and knowledgeable leadership has a shared vision of establishing a high quality service which matches the needs of all children and families in the local and wider area. A high commitment to continual improvement and self evaluation is resulting in further improvements. The manager is in constant discussion with the primary school head teacher and nursery teacher as how they can benefit each other and hence children receive the best possible care and education.

## What steps need to be taken to improve provision further?

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

- ensure that children have access to some form of technology everyday
- involve the children in the daily safety checks to help them understand how to keep themselves safe
- discuss and negotiate with the school where signs written in the home

language of children that speak English as an additional language can be displayed throughout the accommodation.

## **The effectiveness of leadership and management of the early years provision**

All the records, policies and procedures that are necessary for the safe and effective management of the pre-school are well maintained, signed by all staff and shared with the parents. There are effective arrangements in place to protect children. Robust appointment and suitability procedures are followed to ensure that staff are qualified and suitable to work with children. The majority of the staff have relevant early years qualifications, and are actively encouraged by the management to further their knowledge through continuous training to keep up to date with new legislation and current educational and care ideas.

The managers and staff team work really well together to maintain high standards and drive improvement. There is an effective system to evaluate the quality of the provision and to identify areas for future improvement. As the manager said with pride 'I want Harvard to be outstanding.' At staff meetings everyone is encouraged to contribute their thoughts, ideas and suggestions to help compile the well written self evaluation document. Children have good opportunities to share their views and be involved in developing the setting. Everyone working in Harvard strives for improvement so that the children are happy, confident, safe and achieve as well as they possibly can.

Harvard staff work hard to set up the pre-school for their way of working, making sure that it is clean and minimises most potential hazards to the children. They check daily and weekly for potential hazards but as yet do not involve the children in these checks so they know they are safe. The large creative and stimulating outside area is closely supervised and is open to the children throughout the session. There is a wealth of good quality resources to promote children's learning. Many of the resource are shared by both providers. For example the school purchased some of the outdoor clothing for the children and the pre-school purchased some of the outdoor wet footwear.

This is an inclusive setting where all children and adults are fully respected. They enjoy each other's company, laugh together and work hard. However most notices in the accommodation are written in English. After the last inspection, the manager immediately addressed the few recommendations from the previous report. They are now part of the procedures and practice. The needs and interests of the children are identified and met as far as possible and the staff go that extra mile with those children with special educational needs and/or disabilities.

The pre-school has outstanding links with the parents and they all spoke highly of the information they were given. For example, one parent spoke about the interview she had with the Key worker and how her child had been transformed from being shy and wouldn't talk into a bouncy, confident and ready for school, four year old. Parents are encouraged to contribute to the learning journals and children also have access to their development story. There are effective partnerships with other providers and the feeder primary schools that the children

will attend ensuring children have an easy transition to their next phase of education.

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

The staff know each child and their family well and have a good knowledge of the learning and welfare needs of the children. Relevant and necessary information is obtained from parents and other sources to ensure this. The setting is most welcoming, made attractive and cosy, and children have a great sense of belonging. Children and all staff share a warm and caring relationship. Children enter the setting and have a period of calm to eat their home prepared lunch and talk to staff. Staff encourage them to share their news and help to stretch their vocabulary. Parents use this time also to chat to staff.

The promotion of children's health is a priority within the setting. Children have access to a drink throughout the session. At snack time they know that they must pay attention to washing their hands and watch the staff clean the tables before the food is put on them. They have a super choice of fruit which they wash before they prepare it. They are given a board and knife to cut the fruit up before eating. They have a choice of drink and even the youngest are expected with help to pour their drink. Snack time is used not only as a time to learn about healthy eating and hygiene but also a time to learn to count and recognise words and sounds and to relax and enjoy each other's company. In the outdoor area, children have many challenges. They love the climbing apparatus they run and jump and use the ride on toys with speed and agility. They are always closely supervised by the staff.

Children are pleased to see their friends and immediately set to work once lunch time has finished. All children are provided with a good range of activities to help them learn and develop. They are divided up into three groups, ladybirds, bumble bees and butterflies. Within each group there is a mix of ages, the older children act as good role models for the younger and new children and they develop caringly and responsibly. Children know exactly which group they belong to and move quickly to their area when asked to.

The planned daily programme arises from the staffs' observations, assessment and monitoring of the children's individual progress. This is effective and is backed up with many types of evidence, including photographic and short reflective accounts of what children did and their achievements. This leads to staff's good ability to plan the next step in each area of learning. Children are all making good progress as a result of the high quality of adult input and the effective verbal communication between staff. The management is now introducing an Early Years tracking system as a further tool to check children's progress.

Children quickly become absorbed in their learning and they progress rapidly. For example, when outside in the sand area they dig and fill containers, make sand castles and decorate them, knocking them down and start all over again. They share equipment and ask politely for tools and decorating materials. While they are working, staff engage children in meaningful conversation to increase their

vocabulary and ability to hold conversations with each other and the adults. Children rise to the praise given to them. There is a good balance between child initiated and adult led activities. Singing and action song time is a great favourite. They carefully look at the pictures in books and try to guess what is happening. This results in children making good progress in their learning and helps them to gain appropriate skills for the future. On the day of the inspection children had no exposure to any control toys or computers.

Staff create a safe and welcoming place but the children are not part of the safety routine checks such as checking the gates to see if they are padlocked. However, they are well prepared for the next phase of learning because they develop good attitudes to learning and love the excitement of finding out about the world around them.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
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

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

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## **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