

# Highlands Village Pre-School LTD

Inspection report for early years provision

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EY382089

**Inspection date**

13/01/2010

**Inspector**

Jill Nugent

**Setting address**

Highlands Village Hall Community Association, Village Hall,  
5 Florey Square, LONDON, N21 1UJ

**Telephone number**

02083604540

**Email**

JKenan@Blueyonder.co.uk

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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

Highlands Village Pre-School registered in 2008, but has operated from the existing premises since 1998. It is situated in the village hall in the Highlands area of the London borough of Enfield. 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 9.00am until 3.15pm 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. A maximum of 19 children in the early years age group over the age of two years may attend the setting at any one time. Currently there are 49 children on roll, all of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school employs seven members of staff, all of whom are suitably qualified.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers a welcoming and inclusive provision with generally good support for children of all ages. Children enjoy a variety of play activities which encourage their progress towards the early learning goals. Children's welfare is promoted effectively, ensuring that they keep safe and healthy in staff's care. A key strength of the setting is its liaison with parents which is used to very good effect to assist children in their learning and development. The pre-school maintains a good capacity for continual improvement due to the commitment of the owner/manager in maintaining the quality of care and education on offer.

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

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

- develop the use of self-evaluation to include all staff and encourage a culture of reflective practice that will continually improve the quality of provision for all children
- ensure that staff are deployed efficiently throughout the day in order to support and extend children effectively in their learning and to meet children's individual needs appropriately
- review and develop the planning to ensure that all children receive an enjoyable and challenging learning experience that is tailored to meet their individual needs.

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

The pre-school's documentation is well maintained and the written policies are reviewed regularly. There are very good procedures in place in relation to safeguarding children. The manager ensures that all adults working on the premises are suitable to work with children. All staff are trained in child protection issues and know what to do if they have any concerns about children. Annual risk assessments of the premises are carried out, alongside regular safety checks, so that children continue to keep safe at pre-school. Outings to places of interest, such as wildlife parks and museums, are also risk assessed. Staff are qualified in first aid, and food hygiene, and this contributes to children staying healthy whilst in their care.

There is a strong working partnership with parents. Staff develop close relationships with parents, taking time to help new children and parents settle in to pre-school. A welcome pack includes detailed and useful information about the provision. Parents are asked to contribute photographs of their family for inclusion in children's learning journals. Children's individual learning plans are shared with parents so that they are fully involved in their children's learning. Parents have the opportunity twice a year to meet with key workers and exchange information about their children's progress. Children benefit greatly from the effective partnership between staff and parents.

Staff are deployed within the pre-school to interact with children and promote their learning through play. Children can access a variety of resources and activities, both in the main play room and the comfortable quiet room. In this way the pre-school offers an inclusive approach for children of different ages and abilities. In addition the manager makes use of several students to play with and support children. However, the overall deployment of staff and students does not always work effectively. At times, staff are unsure of their role within the setting and do not support or interact with children in a range of different play situations to move them on in their learning. A quiet time after lunch is not organised in such a way as to allow children a choice of activities with good support, thereby meeting their individual needs appropriately.

The manager and deputy manager are involved in the ongoing monitoring and evaluation of the pre-school in order to maintain the continual improvement of the provision for children. Since the previous inspection the organisation and content of the documentation has been improved, and an observation and planning system established. There are plans to improve the outdoor play area to provide a safer and more stimulating play environment for children. However, not all staff are involved in the self-evaluation procedure and, therefore, the present evaluation does not yet cover all aspects of their practice. This has an impact on the manager's ability to prioritise areas for further development across the whole provision and work towards improvement in all areas.

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

Children happily choose from the free-play activities on offer and enjoy the interaction of adults who join them in their play. Children especially like to explore, for example, playing with toy vehicles in sand, constructing models with wooden blocks and playing imaginatively with small world settings. Children's role play is enhanced by staff who participate in their play, talking with the children and suggesting ideas. Children gain independence and talk confidently with adults about what they are doing. They learn to use language and numbers in different ways when sharing books with staff or playing games. On occasions staff follow up children's interests well by encouraging them to think and explore further, for instance, when using balancing apparatus. In this way children increase their understanding and acquire new skills. However, staff do not always make the most of opportunities to challenge and extend children in the key areas of literacy and numeracy through effective interaction.

Staff make very good use of their observations of individual children's learning to create individual learning plans and journals for each child. These plans are used to inform future activity plans so that children's next steps of learning are followed up, helping to move them on in their learning. Although staff's approach is inconsistent at present in this regard, the manager is working towards a more consistent and effective system to ensure all children's next steps in learning are addressed in the planning process. Activities are planned around themes which include a mix of adult-led and free-choice play activities, although free-choice activities tend to predominate during each pre-school session. The written planning does not include specific planning for adult-led activities, which would enable staff to provide a good range of interesting adult-led activities and use the associated learning objectives to interact and focus children's learning accordingly. As a result staff cannot ensure that children are gaining useful future skills related to their individual needs.

Staff organise circle times well, making good use of these to encourage and extend children's communication skills through the use of a 'sounds and letters' scheme, songs and rhymes. Children enjoy opportunities to take part in physical activities both indoors and outdoors, including special music and movement sessions. They are encouraged to be active learners as they explore creative materials and tools, for example, when roller painting, or investigating substances such as snow and shaving foam. Children are happy and secure in the setting. They respond positively to requests and instructions, showing an awareness of how to keep themselves safe as they play. They benefit from the social aspect of snack and lunch times, learning about healthy eating as they make choices of foods and talk with staff. Children learn to behave responsibly and are encouraged to negotiate in the event of a dispute. Those with special educational needs are well supported by staff who work in partnership with other professionals to offer extra support if necessary.

## 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	2

### 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	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	2
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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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