

# Doris Venner Pre-School

Inspection report for early years provision

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**Inspector** Amanda Jane Tyson

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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*.

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## **Description of the setting**

Doris Venner Pre-School has been operational since 1973 and it is a committee run group. It operates from the Venner Youth and Community Centre in Worcester Park in the London borough of Kingston. A maximum of 37 children in the early years age group may attend the pre-school at any one time. The pre-school is open each weekday from 9.30am to 12 noon, five days per week and 12.45pm to 3.15pm, Monday to Thursday, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 90 children, aged from two to the end of the early years age group on roll, of whom 14 speak English as an additional language, 10 have limited English. Children come from the local and wider areas. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs 12 members of staff, of these, 10 hold appropriate early years qualifications and two members of staff are working towards a qualification, one is near completion of NVQ Level 2, one has already commenced training, and one is on the early years degree programme. The setting is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting's capacity to maintain continuous improvement is very well demonstrated by the significant progress made since the last inspection and by the fully inclusive self-evaluation systems. The environment is safe and children demonstrate high levels of emotional security. Staff's well developed knowledge of each child's needs ensures that their welfare and learning is well supported and promoted overall. All children are making outstanding progress, based on their starting points for learning, in their speech and language development. Equality and diversity is exceptionally well promoted and partnerships with parents, carers and external agencies are superb.

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

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

- develop further the overall programme for creativity.

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

Children are cared for in a safe and secure environment by a team of fully vetted, suitably experienced and qualified early years practitioners. Children's welfare is exceptionally well monitored through record keeping and by the team's secure knowledge and understanding of what to do if they are concerned about a child.

Risk assessment of the premises, for each individual outing and for certain activities such as woodwork is rigorous, which minimises accidents and the possibility of a lost child situation occurring. All records and documentation required for the safe and efficient management of the Early Years Foundation Stage are in place, well maintained and shared with parents. Policies and procedures underpin the operational plan well and management ensure that these are regularly reviewed and updated.

Overall the setting is well organised and equipped. Staff work harmoniously together, specific roles and responsibilities are designated to staff with appropriate knowledge and skills, for example the special educational needs coordinator attends regular training. The setting is equipped with good quality play and learning resources and, in the main, these are well presented, but there are some gaps in the overall provision for creativity. Following a recommendation from their inspection in 2006, the team set about transforming a small section of the car park into an outdoor play area which was a significant challenge because of the need for a portable, but yet sturdy, fence. More recently, which is a good example of how the setting uses self-evaluation to drive continuous improvement, a gardening plot was created in another area of the car park. However, whilst these efforts are admirable, because the staff have to set up from scratch and tidy away everything at the end of the day, it is still a working progress.

Leadership is highly committed to professional development and self-evaluation. Weekly team meetings are used to plan for the individual needs and interests of all children, thus promoting equality and diversity exceptionally well. Training is carefully chosen to link with the setting's identified aims and objectives and skilfully used to drive improvement. For example, since attending the 'Helping It Make Sense for Parents' workshop, parents have been provided with a wealth of information to explain the Early Years Foundation Stage which is made available in different languages. Parents are actively encouraged to be involved in nursery life and children's individual learning, including the observational assessment processes. They regularly share their knowledge and skills, for example helping to organise diverse cultural and religious festivals and translating policies and procedures in different languages. Since the last inspection in 2009, the setting has significantly strengthened their partnerships with children's other Early Years Foundation Stage providers and external agencies, such as those involved with children who have special educational needs and/or disabilities. Communication books have been created and go back and forth between the nursery and childminders/other day care settings. Parents are strong advocates of the setting and this is epitomised by the fact that the vast majority contributed to the inspection process with comments, such as '...they do all the things here that you don't want to do at home' and '...she hates not being here and cries when I arrive to collect sometimes which is priceless'. In summary, parents highlight the systems for sharing information about children's welfare and learning needs, the progress children are making towards the early learning goals, the support given to children and families for whom English is their second language and to those who struggle with separation anxiety, as key strengths. Parents and children confidently share their views because they know they can expect a proactive response from the leadership.

The setting's ambitious vision to achieve excellence in all areas is well highlighted and enabled by the significant shift in outcomes for children since the last inspection. Priorities for future development are realistic, well targeted and include the gaps in the provision for imaginative and creative play. The setting's involvement in piloting various National Strategies, such as the 'Every Child A Talker' publication, along with the achievement of exemplary partnerships and commitment towards equality and diversity further demonstrates outstanding capacity for continuous improvement.

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

Innovative ideas for displaying children's art work, photographs and a wealth of print in numerous languages provides a warm and inclusive atmosphere for both children and parents. Children are settled into the session by parents who help them to register themselves by finding their name. Circle times are highly beneficial and enabling and provide a fantastic introduction to the session. Children are keen to stand up in front of the group to share their holiday experiences and achievements, such as their art work, visits to the theatre and their parent's workplace; all of which are brought to life with visible samples and captioned photographs provided by parents. Staff use props, sign language and words in other languages to support the inclusion of children for whom English is their second language. The diverse religious and cultural beliefs of the children are well promoted and celebrated, for example they have their hands painted with Mendhi patterns, look at photographs of each other's home celebrations, such as a Hindu wedding, and enjoy the excitement of Chinese New Year. Children's awareness of diversity is further raised as they access toys which reflect their different ethnic backgrounds and which promote positive images of disability, although the extent to which these are presented within role play is variable. The provision for supporting children with special education needs and/or disabilities is exemplary and well demonstrated by the number of referrals received from local authority specialists and by the speed at which these children make progress post placement.

Observation, assessment and self-evaluation, which children are fully involved in, is used very effectively to inform and guide planning so that it provides for children to access learning in a way that specifically interests them. For example, a role play bus depot was created because a child expressed the desire to 'do driving'; a hairdresser's enabled another child to act out the profession of their parent, and the 'travel agents' encouraged children to think about their holidays. However, whilst these provide excellent examples of equality and diversity and how children are enabled to access the full curriculum, for instance counting money and 'making bookings', role play is not always so creatively set up. Nonetheless, children feel safe and emotionally secure in the environment. This results in high levels of sustained thinking, which is superbly demonstrated by a story book which children have produced combining their favourite fairytales.

Children make excellent use of the available mark making and writing resources and as a result are developing excellent pencil control, letter and phonic

recognition. They help themselves to envelopes which they fill with their drawings and self-made gifts for parents and are keen to trace and copy their names, although children do not always have access to the full range of creative media. Well deployed and observant staff recognise and exploit opportunities to spontaneously engage children in conversations and stories. They 'pop in' to the 'café' when they feel ready for a break and the monthly café theme, for instance 'Tropical', provides the forum for encouraging good health awareness. Children have free access to both the indoors and outdoors and come and go as they wish, but opportunities for exciting and powerful play are limited by a lack of transformable resources, such as those used to make dens. Nevertheless, the newly created area for digging and growing brings children into contact with nature, and outings to the farm and local shops to purchase snacks provide children with valuable first hand active experiences. Children are becoming competent users of technology. They navigate the mouse around the computer screen following electronic voice instructions and know how to use the printer.

## 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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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	1

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