

George's Pre School Ltd

Inspection report for early years provision

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Inspector Christine Bonnett

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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

George's Pre School Ltd is run by a private provider. It opened in 2009 and operates from single storey premises within Feltham Community College, Feltham in the London Borough of Hounslow. A maximum of 26 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area.

There are currently 76 children aged from two years to five years on roll, most attend part-time places. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery currently supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language. The nursery is registered on the Early Years Register.

The nursery employs eight staff, of whom six hold appropriate early years qualifications and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and safe environment. They make good progress in their learning and development because staff provide good quality experiences for them to enjoy. The nursery promotes inclusive practice because the caring staff value all the children and regard them as unique individuals. The manager and staff are highly motivated to continuously develop the existing good practice of the nursery for the benefit of the children, parents and carers.

What steps need to be taken to improve provision further?

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

- ensure the full names of the children and staff are included in the attendance records
- provide equipment in the garden to physically challenge the older and more able children

The effectiveness of leadership and management of the early years provision

Children's well-being is safeguarded affectively. The manager uses robust procedures to determine the suitability of all the staff to work with the children. All staff have a good understanding of child protection matters. They know the possible indicators of child abuse and the appropriate procedures to follow to report concerns. Detailed risk assessments of the building and grounds are

conducted to identify and minimise potential hazards to children. Suitable security systems are in place to ensure children are unable to leave the premises unsupervised, and intruders cannot enter. All the required documents and records are maintained to ensure the efficient management of the nursery and the well-being of the children. However, the attendance registers for the children and staff lack all the necessary details.

All staff are well in-tune with the manager's enthusiasm and commitment towards continuously evaluating and developing the existing good practice of the nursery. The views of the parents and staff are obtained as part of the process to ensure all parties have a voice in how they would like to see the provision develop. For example, parents complete detailed questionnaire forms to express their views and have the opportunity to sit on a 'parents' committee' to further influence practice. Regular meetings with staff are held to ensure they also have the opportunity to have their views heard. A recent innovation suggested by staff was to introduce a 'code of kindness' board listing the nursery rules. This is used with the children during group sessions to enable them to learn the expectations of acceptable behaviour, such as always walking indoors and sharing toys. It also helps children to gain in confidence and self-esteem as they begin to understand the boundaries for good behaviour.

Partnerships with external agencies and services are well established to ensure all children receive any additional support they require. This makes a strong contribution towards the child's achievements and well-being. In addition, the nursery recognises the importance of working closely with other settings delivering the Early Years Foundation Stage that children may attend to ensure a cohesive approach towards their learning.

The nursery establishes effective and positive relationships with parents, which means that they have good knowledge of each child's background and needs. A wealth of information is gained about the child before they join the nursery to ensure the care provided is consistent and appropriate. In addition, parents are requested to provide photographs of themselves and other family members that are important in the life of the child. These are used to help children settle and recall events that are significant to them. All relevant information is shared between the staff and parent at the beginning and end of the child's day to ensure both parties are kept well informed. Parents are also involved in supporting the children to gain knowledge and understanding of diversity within society by explaining and illustrating the customs and traditions of festivals associated with their particular faith, for example Diwali and Eid.

The nursery building is clean, bright and conducive to children's learning. Resources are suitable for purpose and easily accessible for children to self-select what they wish to use, thereby promoting their independence. The available space is managed well to allow children to move around and play safely and comfortably. Staff are deployed effectively to monitor the children's safety at all times and to support and promote their learning.

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

All children make progress in their learning and development because staff have the necessary skills and knowledge to provide activities that are tailored to the individual needs of each child to promote their development appropriately. Observations are carried out which focus on each of the six areas of learning. The child's progress is tracked, and the next step in their unique learning journey is identified and included in the activity planning. Each child has a 'My Personal Passport' file that includes the observations and photographs of the child at play. These clearly demonstrate to parents the progress that their child makes towards the early learning goals.

Each area of learning is promoted effectively at the nursery. Children display great enthusiasm and energy as they participate in a variety of fun activities, such as digging for worms in the garden and joining in the actions when singing 'Five Little Ducks'. They also have good opportunities to begin to develop important skills for the future. For example, they have ready access to a range of books and mark-making materials to develop communication and language, and counting and matching games to promote problem solving and numeracy. In addition, a computer is available for children to learn how to operate simple programs to enable them to become familiar with information and communication technology. Staff also encourage children to develop independence and solve problems themselves. For example, they quickly learn how to manoeuvre the pedal cars and bikes over the small step in the garden without staff intervention. Children's independence is further promoted at meal times as the children either serve themselves or take turns to pour the water for their friends.

The nursery enables children to begin to understand the benefits of adopting healthy lifestyles. They enjoy plenty of physical exercise as they make good use of the garden. They run around, balance on beams, dig and ride pedal cars. However, the garden lacks suitable apparatus, such as a tall climbing frame, to provide challenge and interest for the older and more able children. Healthy and nutritious meals are served that take account of children's specific dietary needs. Fish, chicken, fresh and dried fruit are all on the menu. The recommended five portions of fruit or vegetables are included each day. In addition, children know that they need to wash their hands at appropriate times during the day, and explain why it is necessary to their health to do so.

Children are happy and relaxed at the nursery. Staff demonstrate good skills as they work with parents to support new children to settle-in. Staff treat the children with warmth and kindness, which helps them to develop good self-esteem and a sense of belonging as they feel safe and secure. Consequently, children confidently approach staff to express their needs and build good relationships with their peers.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2

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