

Hanwell Bunnies Pre-School Playgroup

Inspection report for early years provision

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Inspector

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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

Hanwell Bunnies Pre-school Playgroup is a registered charity managed by a board of trustees who are also the voluntary management committee, made up of parents of children at the pre-school. It opened in 2002 and operates from either one of two halls within Hanwell Methodist Church hall, in the London Borough of Ealing. The pre-school is open each weekday from 9.20am to 11.45am term time only. All children share access to a secure enclosed outdoor play area.

A maximum of 34 children may attend the pre-school at any one time. There are currently 69 children aged from two to under five years on roll. Of these, 39 children receive funding for nursery education. The pre-school currently supports a number of children who speak English as an additional language and children with special educational needs and/or disability.

The pre-school employs nine staff. Of these, six hold appropriate early years qualifications, including the manager. One staff member is working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting offers a warm and caring environment for the children. Practitioners work with parents, carers and other professionals in order to identify children's needs. However, at times children's individual needs are not always met due to the organisation of the session. Children are making satisfactory progress in their learning and development and are provided with resources across all areas of learning. The setting is in the very early stages of self evaluation and has addressed some of the recommendations made at the previous inspection.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure appropriate consent is obtained from parents for the seeking of emergency medical treatment (Documentation) 23/03/2010
- ensure a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers are accurately maintained, paying particular attention to their departure times (Documentation) 23/03/2010

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

- review the organisation of the day to ensure that children's individual needs are identified and met, particularly at snack time and small group time
- ensure that children's behaviour is managed effectively and in a manner appropriate for their development so that it does not impact on their own, or others learning and development
- continue to develop the systems for observation, assessment and planning and ensure the next steps in children's learning are identified

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure environment as staff have a sound understanding of their role in promoting the welfare of the children. Effective risk assessments are in place that identify potential hazards within the setting and action has been taken to ensure the premises are safe. There are appropriate written statements in place to support practice and staff are able to demonstrate a sound understanding of the signs and symptoms that a child may display if being harmed. There is appropriate evidence in place to confirm that those adults working directly with the children are suitable to do so.

The setting has satisfactory systems in place that enable them to work with parents, carers and other professionals. The setting ensures that parents provide written information about their children's individual needs including any special educational needs or cultural and linguistic requirements. Staff seek information from parents about key words in the child's home language, which helps the children to feel included and valued. Discussions with parents reveal that they are pleased with the service offered and that their children are settled and happy.

There are effective written policies and procedures in place for the safe and efficient management of the children. Regular fire drills are conducted and clear written procedures in place. This helps children to understand the procedures to follow in the event of an emergency. However, children's hours of departure are not consistently recorded and the records for the seeking of emergency medical treatment do not clearly identify if parents have actually given their consent or not. These are legal requirements.

The manager is working with the staff team to develop their knowledge in order to improve outcomes for children. Staff attend various courses offered by the local authority and seek further professional training. However, some staff still have a developing understanding of the Early Years Foundation Stage in relation to the learning and development requirements. Self-evaluation is in its infancy and continues to develop and emerge. However, parents' and carers' input has been sought via feedback forms which the manager responds appropriately to. Through discussion the manager is able to identify some of their strengths and weaknesses, but not all improvements have been identified. The setting has addressed most of the recommendations from the last inspection, but some recommendations are not fully met. For example, children miss opportunities to further develop their

independence skills at snack time as staff prepare and serve children's food and drink.

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

Children are making satisfactory progress in their development and have access to well maintained and suitable resources and activities across all areas of learning. In the main, children are supported in their learning as the practitioners sit with children and engage in conversations with them, they support children's language and extend their thinking and creativity. For example, discussions take place about different colours, shapes and sizes as the children use the different computer software. However, the individual planning for each child is still being developed in order to help children to make sound progress in all areas of their learning, as are the systems for identifying the next steps in children's ongoing development.

The environment is suitably organised and enables children to make choices in their play as they can choose which activities they will take part in. This supports children's independence skills. However, at times the organisation of the session is not always conducive to the individual needs of the children. For example, the children have to sit down and wait for snacks to be given out without activities, as a result children become bored and their behaviour begins to decline. Although staff do address children's behaviour appropriately there are times when those children who present particularly challenging behaviour tend to be the main focus for staff. As a result, those children who are quiet and involved in their chosen activities tend to get overlooked.

Children have access to a good range of programmable toys that support their investigative skills. For example, electrical keyboards, computer and keyboard and cameras are well used by the children. Those children that access the computer are able to use the mouse with confidence and can complete tasks whilst supported by staff who sit with the children. Toys and resources which reflect diversity help children to develop an understanding of difference in relation to religion, culture, gender and disability. Children experience a well-resourced role-play area where they can dress up and act out. For example, children bake bread and look after the baby dolls.

Children are provided with an appropriate range of resources, such as mark making, drawing, stories and writing opportunities which support their literacy skills. For example, children are encouraged to join in with stories through the use of prompts which include soft toys that are related to the stories being read to them. Children are also attempting to write their names and most can recognise their name cards upon arrival.

Children are beginning to learn about how to keep safe as discussions take place with the children during the course of the day. For example, staff talk to the children about the consequences of climbing on furniture as it is dangerous. A healthy eating project has recently been implemented across the setting, resulting in children learning about healthy choices at meal and snack times. Children have

access to fresh air as they use the large outdoor area where they play with balls, tricycles and run about freely.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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