

Lloyd Williamson Pre-School

Inspection report for early years provision

Unique reference number

EY306937

Inspection date

29/06/2010

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*.

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

Lloyd Williamson Pre-School is one of two schools run by Lucy Williamson. The nursery opened in 2000 and operates from seven play rooms easily accessible on the ground floor of the school building located in the Ladbroke Grove area of the Royal Borough of Kensington and Chelsea.

The nursery is registered for a maximum of 78 children at any one time. There are currently 38 children aged from six months to under eight years on roll; of these, 17 children receive funding for nursery education. The nursery is open each weekday from 7.30am to 6pm offering both term time only and all year round service. All children share access to four secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children may attend full time or for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery employs nine members of staff. Seven staff hold early years qualifications and two members of staff are completing training in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive successfully and make excellent progress in their learning and development because staff work extremely well together as a team. All children are valued and treated with respect in a very safe and caring environment. The daily planned activities and play experiences are tailored according to each child's uniqueness. Excellent partnerships with parents mean an inclusive service is provided where children's rich cultural backgrounds are celebrated, and their special educational needs and home languages are met effectively. Very effective self-evaluation takes account of the views of staff, parents and children to ensure priorities for development are accurately targeted.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that dates when observations are recorded are kept up to date.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures ensure that children are protected. Staff gave good examples of the different types, signs and symptoms of abuse and who they

would contact should they have any child protection concerns. As a result, they are very much aware of their responsibilities with regard to children's welfare. All written policies and procedures and consent securely underpin the nursery's practice. Robust recruitment procedures ensure that staff are suitable to work with the children; this further promotes the safety of the children. Thorough procedures for risk assessments are in place which minimise children being exposed to potential hazards. For example, for both indoors, outdoors and when children are taken on visits to two adventure playgrounds. The implementation of documentation enhances the excellent practice and ensures the safe and efficient management of the provision.

Staff are well deployed within the learning environment and the extensive range of resources available to children further supports their individual developmental needs and decision making. The display of children's art creations, posters and photographs of them and staff makes the rooms welcoming, colourful and bright. The staff team works remarkably well together to ensure that all the children's care needs and interests are successfully promoted. The provider gives high priority to developing staff's knowledge and expertise through ongoing training. She also aspires and provides a high quality childcare service and regularly meets with staff to reflect on the practice within the nursery. The use of parents' comments and children's views are used when identifying areas for improvement. All the recommendations made at the previous inspection have been successfully addressed. This ensures continuous improvement is sustained.

Children are provided with a rich learning environment both indoors and outdoors that is full of opportunities in developing a healthy lifestyle and activities which they thoroughly enjoy participating in. Staff ensure that all activities and experiences are tailored to meet each child's individual development needs. Staff have a very good knowledge of the early learning goals which they link with their own unique method of planning called an 'individual planning wheel'. This is used to extend children's interest further to bring them into the next step in their learning. They make frequent observations and use this successfully to assess where children are in their early and continuous development. However, not all observation recordings are dated to clearly show when observation was carried out. Staff work tremendously well with parents in identifying any additional care and learning required for their children. They receive appropriate support from a wide range of professional agencies, such as a speech and language therapist and the educational specialist agencies, to develop individual educational plans to ensure children's individual needs are met exceptionally well. The key person system works well in practice and ensures that children are cared for by familiar and trusted staff. This inclusive environment positively promotes both genders of staff. Staff and children are made up of diverse cultural backgrounds where their individuality is promoted. Children learn about their own and other people's cultures as they take part in activities that celebrate cultural festivals such as Chinese New Year, Diwali, Easter and Hanukah.

Excellent working in partnership with parents means every child receives a high level of support. Parents are fully informed of the Early Years Foundation Stage through annual meetings and they are involved at every stage of their children's learning and development. Parent meetings provide them with the opportunity to

contribute to planning the next steps in their children's learning. Parents are further involved in their children's learning as each child is provided with a reading book bag which is shared between parents and the nursery where parents can write their comments about their child's learning at home. In addition, parents are provided with written information about their young children's daily routines such as what they have achieved, their well-being and care needs. Excellent settling-in procedures are in place to ensure children settle-in well and are happy when parents leave them. Parents comment that they are pleased that their children are happy, settled and are making good progress from when they first start; they also say the nursery provides a secure environment where their children are loved and are treated to new and exciting learning experiences. Staff work closely with parents ensuring children have a smooth transition into the main school, which supports their emotional well-being. In addition, for children who move on to other schools, staff have established good links with teachers of those schools to ensure continued progression of children's care, learning and development.

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

Within this calm and stimulating learning environment children are flourishing. All staff know the children exceptionally well and are aware of their individual needs, interests and preferences. Staff strive to ensure that children have fun and enjoy all aspects in an environment that is balanced, inviting and that encourages all children to learn from their own experiences. Staff are warm, caring and devoted and have very unique relationships with the children and babies. This creates a happy atmosphere for all the children. Children eagerly participate in an extensive range of exciting, challenging and stimulating activities which cover all areas of learning. Children's work is attractively displayed in the rooms and photographs of children participating in an excellent range of activities gives children a sense of pride and belonging. They have extremely good opportunities to learn and achieve and are making excellent progress in all areas of learning and development. The very skilled and dedicated staff team knows the children very well and is able to anticipate their special needs. A robust key person system ensures that there are efficient methods for identifying children's starting points and their interests. The use of observation, non-intrusive assessment and children's personal choices are used to develop children's individual planning wheels and this is used in identifying children's next steps. This ensures that all children enjoy, achieve and move forward at a pace suitable to their individual needs.

Children have excellent opportunities to learn about plants and living creatures. For example, they enjoy planting and taking care of their plants, such as their tomato plant. In addition, children enjoy preparing and eating their home grown produce. Children are provided with excellent first-hand experiences that encourage investigation. For instance, they closely observe insects and tadpoles during discussion times around the nature table, and at other times children create models of insects with play dough such as a spider. Children are developing an extremely good understanding of the importance of taking care of their environment, for example, by recycling various materials in the nursery. Children excitedly use a selection of resources for investigation, information and

communication technology and programmable toys to support their learning. They use these with confidence as they find out how things work such as interacting with touch button musical toys, a computer in each room which children use as one of the tools in recognising letters of the alphabet, digital cameras, a compact disc and radio players, developing skills for the future. Children learn about similarities and differences of others through themes, topic discussions and resources such as persona and mixed heritage dolls. In other situations staff from a Chinese background share their rich cultural heritage with the children through the telling of stories and art and craft activities. This helps broaden children's knowledge and understanding of the world in which they live.

Children are making excellent progress in their numeracy skills and emerging literacy development. Staff have developed effective strategies, such as small circle group sessions, to ensure that all children become effective communicators. For children who speak English as an additional language, staff gather words from parents in their home languages such as French, Spanish, Afrikaans and Portuguese to help children overcome language barriers. Children thoroughly enjoy sitting, listening and participating at story time sessions. They particularly enjoy these times as they choose their favourite books called 'Toy box tales', 'We're going on a bear hunt' and 'Peek-boo'. During these times children participate, looking closely at the book, using the pictures to follow the story. Staff ask the children open-ended questions about the story to promote their critical thinking. Also, the use of an excellent range of story props such as puppets helps to involve children even more in developing their interests. For the younger children, staff extend their learning by constantly naming objects to develop their vocabulary. Children have many opportunities to join in with the main school's end of term talent competition where some children act out their most loved top artist while others use puppets and act out their favourite cartoon characters. Children demonstrate an understanding of the world around them as they use small world figures and play using role play resources and act out home life experiences in the home corner. They use their imagination very well during art and design sessions using junk modelling materials. During this time they talk with their peers about how their father keeps their car at home as they build a garage to house their toy cars.

Children are very well cared for if they have a temperature, and there are stringent procedures in place to protect them from infection. Children enjoy a range of freshly cooked meals at lunch times which are very healthy and nutritious and parents are provided with sample menus of this. This supports children's individual dietary needs. Each child brings in a piece of fruit every day which they share with their peers at snack times. All children have access to drinking water throughout the day, which they can help themselves to when they are thirsty and young children are offered drinks of water in their beakers. Staff extend children's understanding of food and nutrition by discussing the importance of all food groups in their diet. Children have excellent opportunities to be out in the fresh air in all weathers. When it is outdoor play time they eagerly line up to go on a short walk to two adventure playgrounds where they thoroughly enjoy themselves playing on a range of physical structures such as obstacle course apparatus. During this time children use their own style of swinging as they swing displaying their different skills and abilities. At other times children play hide and seek games

with staff. During these times children are encouraged to take safe risks with close supervision. All age groups of the children are learning and older children understand about staying safe as they practise fire evacuation procedures. Staff help children gain an excellent understanding of safety issues by inviting the community fire brigade person into the nursery. Children have built very caring relationships with each another and express this through hugs when one of their friends has an accident. Children's behaviour is supported through clear and concise behaviour management strategies. Children's self-esteem is fostered as staff praise and encourage them at all times. Children's growing understanding of the world around them prepares them exceptionally well for future life.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
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	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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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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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