

Hadley Wood Pre-School and Playgroup

Inspection report for early years provision

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Inspector	Jill Nugent
Setting address	Hadley Wood Association Centre, Crescent East, Barnet, Hertfordshire, EN4 0EL
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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

Hadley Wood Pre-School and Playgroup opened in 1968 and operates from a community centre in Hadley Wood in the London borough of Enfield. Access to the building is at ground level via a short ramp. Children have the use of two play rooms and a secure outdoor play area. The playgroup is open from 9.15am until 12.15pm, and the pre-school from 9.15am until 12.45pm, every weekday during term time.

The setting is registered on the Early Years Register to care for a maximum of 42 children in the early years age group, of whom none may be under two years, at any one time. Currently there are 43 children on roll. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language. A total of 12 staff are employed to work with the children. Most staff hold relevant early years qualifications, including the manager and deputy who are both qualified teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school and playgroup offers an inviting and inclusive environment where children develop a real sense of belonging. Staff promote children's welfare effectively so that children keep healthy and safe in the setting. A key strength of the provision is its wide-ranging educational programme which enables all children to acquire and develop useful skills for the future. Staff work closely with parents and carers to meet the care and learning needs of children who attend. They are committed to maintaining the high quality of the provision and to continually improving the outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to enable staff to reflect on all areas of their childcare practice and to highlight aspects for further development.

The effectiveness of leadership and management of the early years provision

The management team are extremely efficient in their organisation of the provision for children, ensuring that individual children's well-being is prioritised. There are very good procedures in place to safeguard children while at the setting. Detailed risk assessments are carried out regularly, showing the actions taken to minimise potential risks to children. A system of daily safety checks contributes to keeping children safe on the premises. Staff are well qualified in first aid and aware of

children's individual health needs. They have a good knowledge and understanding of child protection procedures and know what to do if they have any concerns about children.

Staff work effectively as a team, enthusing children by engaging with them in a variety of interesting activities. They make excellent use of the available space to provide younger and older children with their own base rooms, while adopting a flexible approach which encourages children to integrate and make friends. There is a wide range of resources available and this is continually extended to offer children new experiences, for example, the opportunity to take their own photographs. Staff set up a stimulating environment each day for children, enabling them to move freely between the indoor and outdoor play areas to access resources and activities.

There is a thriving partnership with parents. They express their immense satisfaction with the care and education provided for their children. New parents receive detailed information about the setting and its educational programme. They are supported in their own understanding of the Early Years Foundation Stage through opportunities to attend meetings and to read additional literature. A system of link books is used to enable parents to contribute their own news and views about their children's learning. There are excellent systems in place to keep parents up to date, both with their children's progress and also with events at the setting. Children benefit greatly from their parents' interest and involvement in their learning.

Staff continually work towards improving their childcare practice and, since the previous inspection, have attended training courses in various aspects of the Early Years Foundation Stage. They are particularly attentive to children's individual needs and ensure that children always feel valued and included. Staff work in partnership with other professionals to support children with special educational needs and have close links with the nearby primary school and other early years providers. Staff are given opportunities to have regular informal appraisals and are actively involved in a process of self-evaluation. Through discussion they are able to highlight aspects of the provision for further development, for example, the extension of the outdoor play area. However, the system of self-evaluation is not yet fully established, enabling staff to reflect effectively on all areas of their childcare practice.

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

Children delight in the many opportunities to play and explore. They are keen to try new activities and settle down to play as soon as they arrive each day. They often become absorbed in their own exploration, for example, selecting materials and fixing them together to create junk models. They persist in their self-chosen tasks and develop high levels of concentration. When playing in groups they learn to work together, for example, developing role play in different imaginary situations. Staff are proactive in encouraging children to be active and creative learners. They get involved in the activities, offering support to children and

enhancing their learning experiences through conversation. As a result, children gain much self-confidence and talk readily with visitors about themselves and what they are doing. Children's learning is extended effectively by staff as they interact with them to encourage their thinking and the development of skills, such as problem solving. Circle times are used well to reinforce children's learning in the key areas of literacy and numeracy through discussion, rhymes and songs.

Staff make use of a comprehensive system of observational assessment to work out individual children's stages of development and move them on in their learning. Children's next steps are used effectively to guide the future planning and activities are evaluated in order to find out if learning objectives have been met. This system works successfully in providing a framework for children's learning and, consequently, all children make significant progress towards the early learning goals. Activities are planned across the six learning areas so that children have a wide choice. They have fun together and especially enjoy sand and water play outdoors, painting on the indoor easel and trying on dressing up clothes. They learn about diversity in the natural and wider worlds, for example, the lifecycle of butterflies, Chinese foods and Divali traditions. Children develop an excellent attitude towards learning. The more able children rise enthusiastically to challenges, for instance, to complete increasingly complex jigsaw puzzles. Children with special educational needs receive very good support as all staff are aware of their learning needs.

Children feel safe in the setting as they are well supervised and, consequently, understand their boundaries. They gain an awareness of personal safety because staff remind them of the rules that keep them safe. Children learn to adopt healthy lifestyles as they enjoy healthy snacks and outdoor play. Staff ensure that drinking water is available so that children do not become dehydrated. They encourage children's awareness of good hygiene practices at snack times and encourage them to sit quietly for a few minutes in order to relax before eating. Children learn to make their own positive contribution to the setting through helping out, for example, taking messages to staff or setting out chairs. Their behaviour is very good and they learn to respect the needs of others, especially when staff intervene to help them negotiate in disputes. In this way children learn to share fairly and play harmoniously with others. They flourish in the setting, becoming independent and self-sufficient as they enjoy the many varied experiences on offer.

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	1
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	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

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	2
The extent to which children adopt healthy lifestyles	2
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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