

# Pinner Centre Pre-School

Inspection report for early years provision

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**Unique reference number**

509096

**Inspection date**

19/05/2010

**Inspector**

Victoria Vasiliadis

**Setting address**

Pinner Youth & Community Centre, Chapel Lane Car Park  
Chapel Lane, Pinner, Middlesex, HA5 1AA

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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

Pinner Centre Pre-School was registered in 1992. It is run by a parents' committee and operates from within the youth & community centre building in Pinner. The group opens Monday to Friday during term-time only. Sessions run from 9.15am to 11.45am, this is currently extended to 1.15pm on Wednesday for the older children. Children attend for various sessions.

The group is registered to provide care for a maximum of 25 children within the early years age range. There are currently 32 children on roll. The setting supports children with learning difficulties and with English as an additional language.

One full time and eight part time staff are employed, there are five staff present at every session. Of the nine staff employed, five hold relevant early years qualifications and two are working towards higher qualifications. The pre-school receives support from the local authority and the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have good opportunities to engage in a variety of age-appropriate and challenging activities within a safe environment. The staff are fully aware of the children's individual needs as they have effective systems in place that enables them to work well with parents, carers and other professionals. However, they do not ensure written consent from all parents is consistently sought for emergency medical treatment. The processes for self-evaluation are ongoing and the pre-school have a clear vision and continue to work on areas for development which will improve outcomes for children.

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

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

- ensure a consistent record is maintained from parents for the seeking of emergency medical treatment (Safeguarding and promoting children's welfare) 04/06/2010

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

- make further use of the information gained from observations about the next steps in children's learning to enhance the planning of future experiences.

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

The pre-school is well organised and staff work well as a team to provide a happy, safe and stimulating environment for the children. Staff carry out daily visual checks on the premises and effective risk assessments are in place which successfully minimise children's risk of accidental injury. There are appropriate systems in place to ensure that those adults caring for children are suitable to do so and those who are not yet checked are not permitted to have unsupervised access to the children. Staff are well deployed to support children's learning and ensure routines run smoothly. Staff are aware of their roles and responsibilities in relation to child protection and effective written policies and procedures are in place to support practice. Although the pre-school seeks written consent from parents for the seeking of emergency medical treatment, this is not consistently sought as some parents have not actually given their consent.

The manager is committed to ensuring that staff within the pre-school are provided with good opportunities to attend various courses offered by the local authority and to seek further professional training. This enables them to develop their knowledge and skills in order to improve the children's learning experiences. The pre-school liaises closely with the local authority as a means of developing and improving their practice. The processes for self-evaluation are ongoing and the pre-school have a clear vision and continue to identify areas for development which will improve outcomes for children. For example, they are currently working on the systems for observation and assessment and how parents can be more involved in their child's ongoing development. The recommendations raised at the previous inspection have been addressed, thus improving outcomes for children.

The pre-school has effective systems in place that enables them to work well with parents, carers and other professionals. For example, the manager has made good links with local authority inclusion team and other professionals, such as speech and language therapists as a means of supporting children with special educational needs and/or disability. The pre-school ensures that parents provide written information about their children's individual needs, including any additional needs or cultural and linguistic requirements. This ensures that children's individual needs are identified and continuity of care promoted. Parents are provided with newsletters to keep them well informed about any changes and themes in relation to planning. Discussions with parents reveal that they are pleased with the service offered and that their children are settled and happy.

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

Children are making good progress in their learning, this is as a result of the staffs' understanding of children's development and how they can further promote their learning. Planning is flexible, responding to children's individual interests, their starting points and their capabilities. Clear plans help to identify the next steps in the children's learning and ensure they are actively engaged. The pre-school

continue to develop their observation, assessment and planning systems in order to further enhance children's learning opportunities. Children are provided with a broad range of good quality resources and activities. The environment is well presented and enables children to use their independence skills as they can make choices in their play as resources are stored in low-level units and baskets. Children are provided with good opportunities to access the indoors and outdoors as daily free-flow play is encouraged. This supports the children's physical skills as they enthusiastically pedal the bikes or push them with their feet and jump over and through hoops.

Children are confident and active learners and their personal, social and emotional development is successfully promoted. Children have formed good relationships with staff and other children and they play cooperatively. For example, two children worked together to construct a very long line of bricks which were then used by other children as balancing beams. Children behave well because they know what is expected of them and some children enthusiastically remind others of what is expected of them also. For example, children remind each other through the use of the egg timer that they must share and take turns on the bike. Children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence. Children have access to a selection of resources which reflect diversity and represent the wider world in which they live, such as books, dressing up clothes and dolls.

The children are well supported in their learning as staff sit with them and engage in conversations with them. As a consequence, the children's speaking and listening skills are developing well. Children are encouraged to listen to one another and take turns when speaking. Staffs' interactions with the children are positive as they allow the children time to respond in conversations and they encourage children to think for themselves as open-ended questions encourage this. Children are provided with a good range of resources such as mark making, drawing, stories and writing opportunities which support their literacy skills. Children's problem solving and numeracy skills are supported by staff who help children to learn through everyday situations and activities. For example, number cutters are incorporated into the play dough activity and children are encouraged to count and recognise the numbers.

Children are being supported in adopting healthy lifestyles as the setting helps the children to understand about which foods are healthy and not so healthy. The children are provided with healthy and nutritious foods such as fresh and dried fruit, which take into account any dietary requirements or allergies the children may have. Children are learning the importance of how to keep safe. For example, children are reminded to use the scissors safely and not to put things in their mouth, such as lolly sticks which could harm them if they fell.

## 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	2

### 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	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

<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	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met