

West Hendon Pre School

Inspection report for early years provision

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Inspector

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Setting address

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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

West Hendon Pre-School operates from a church hall in West Hendon, a densely populated area in the London borough of Barnet with a socially and culturally diverse population. The group opened in 1979 and aims to enhance the development and education of children under statutory school age in a parent-involving, community based group. The setting has sole use of the church hall whilst in operation, they have access to outside play areas. A committee of parents oversees the group. The setting supports children with special educational needs and /or disabilities and who speak English as an additional language.

The pre-school is registered on the Early Years Register to care for a maximum of 20 children in the early years age range. Opening hours are 9.00am to 3.00pm from Monday to Friday during school term times. The setting is part of the extended day service and offers a range of sessions; morning, afternoon, lunch club and all day care. There are currently 36 children on roll between the ages of two and five years.

The manager is supported by six well qualified staff. Four hold early years qualifications to NVQ Level 3 and one to a Level 5. One member of staff is Level 2. The manager and deputy are currently working towards an Early Years Degree. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP), they are a member of the Pre-school Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff have an excellent knowledge of how children learn and of each of the children's individual needs, the setting promotes inclusive practice extremely well. This means that each child enjoys a wonderful range of experiences which help them reach their full potential. Highly effective partnerships with parents benefit the children and enhances their care and learning opportunities. Children are cared for in an interesting and highly stimulating environment, exceptionally well organised documents are in place to monitor their welfare at all times. The manager and staff team reflect and evaluate the provision on a regular basis, areas for development are identified and acted upon. The process for ensuring continuous improvements is very effective.

What steps need to be taken to improve provision further?

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

- develop links with other providers who deliver the Early Years Foundation Stage to ensure a smooth transition for children to new settings in the

future.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding children amongst all staff as they receive regular training. Thorough safeguarding policies and procedures are linked to general safety issues which ensures concerns are prioritised and dealt with appropriately. Effective risk assessments for all areas including outings ensure any potential risk to the children is minimised. The exceptionally well-organised documents for the setting show all the required documents for the well-being and safety of the children as well as the smooth running of the group are up to date and very effective. The management committee are involved in the robust vetting, recruitment and induction process for the staff team. The manager and senior staff take responsibility for ongoing staff appraisals which monitors the staff's continued suitability and training needs. This is reflected by the quality and commitment of the staff team. Great consideration has been given to the lay out of the main hall. Identified learning areas ensure children have free access to resources, space to play and to rest when they need to. The outside play area provides an outstanding opportunity for play and learning. The setting has been successful in their bids for capital grants that have enabled them to review, improve and extend children opportunities to explore, learn and play in a well-planned and extremely well-resourced outside play area.

Staff have an excellent understanding of the Early Years Foundation Stage and how children learn. They are highly skilled in making observations, recording the children's achievements and planning for their future learning. Weekly planning meetings ensure each child's individual learning needs are identified, planned for and met effectively. Each member of staff is responsible for a key group of children. Children's achievement records are shared with parents on a regular basis. These are used very effectively to plan for children's future learning. The settings Special Educational Needs Co-ordinator (SENCO) has highly effective strategies in place to ensure children and families receive appropriate support. The pre-school is taking part in the 'Every Child a Talker' (ECaT) programme. A national strategy to provide a environment that promotes language and communications skills for all children but is especially relevant to children with English as a second language.

A key strength for the children is the relationship the pre-school has with parents and carers. Parents have an active role in how the provision is run, questionnaires and regular meetings ensure they are fully involved in all aspects of the setting. Regular newsletters, information on the web page and comprehensive information about local services are readily available at all times. When children start at the group families complete the 'all about me' form and staff use the areas of learning to establish their starting points. This enables staff to plan specifically for each individual child's progress and learning. Parents are welcomed into the setting as part of the parent rota. They are invited in to share cultural events, cooking and different aspects of their home lives with the children. As part of the observation process parents are encourage to take home the setting camera and to make

observations about events at home. A check list which is based on the Early Years Foundation Stage links these events with the children's interests, play and learning experiences in the setting. This information is included in the children's learning journeys, parents are then invited into the group for an individual interview for an over view of their children's learning and progress.

The setting welcomes visitors from the community such as the local police and road safety team. They use the local area very effectively to promote the children's knowledge and understanding of the world around them. However, the links with other early year's providers, schools and nurseries are not so well established. This has an impact of the continuity of care and learning of the children when they move onto new settings and their progress throughout the Early Years Foundation Stage.

The staff team and management committee are very pro-active in reviewing and evaluation the documents, policies and overall practice of the setting. Those in charge have a clear and achievable strategy for self evaluation. The nursery uses the Barnet Early Years evaluation process alongside the Ofsted format. This is extremely effective in identifying ongoing training opportunities and overall improvements to their practice and the setting including the completed and planned improvements for the outside play areas. The recommendations made at the previous inspection have been met in full. The overall improvements to the pre-school and the provision for the children have enabled the group to improve their commitment to promote equality and provide an inclusive environment and improve outcomes for all children.

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

Children are cared for in a very warm, interesting and welcoming environment by a caring, enthusiastic and motivated staff team. The setting provides a fully inclusive setting where children's individual needs and interests are identified and met. Children learn about diversity at a level they can understand, resources, imaginative play and books reflect a wide range of cultural backgrounds, languages and disabilities. Children have ready access to an excellent range of very good quality resources both in side and out. The six areas of learning are covered to a high standard. The graphics and creative area present children with opportunities to use a range of materials, they have free choice of up to twelve different types of collage materials clearly labelled in low level storage units.

A healthy lifestyle is promoted throughout all activities and daily routines. Children's independence is fully extended at cloakroom times and throughout the planned and well-managed lunch time session. Staff are on hand to remind children about their manners and assist when needed. A rolling snack time works extremely well both indoors and outside. A member of staff sits with the children, asking appropriate questions about the fruit and vegetables that are on offer. Enthusiastic conversations about shapes and how the fruit is halved and quartered to be shared amongst the children extends their understanding of numeracy and develops their reasoning skills. Good personal hygiene procedures are also fully

promoted in the outside play area. A hand washing stand provides clean water at all times, the pump action enables children to draw up clean water, they can see how the used water drains away. This interesting piece of equipment both promotes hand washing and extends the children's understanding of a simple scientific principle.

Children have free flow between the hall and the recently renovated outside play area. Although the lay out of the setting is not ideal, staff monitor the children who ask to be taken in or out. The deployment of staff is extremely well-managed to enable children this important freedom of movement. The outside area has been planned to meet the requirements of all areas of learning. The cosy, covered book area, extensive imaginative play and table top activities compliment the adventure play area. Children's physical skills are extended with the use of an extensive range of sporting equipment. Children are encouraged to extend and develop their own play ideas, they are given time and space to use the equipment to the fullest extent. Children show great concentration and commitment as they plan for the use of walking beams and supporting blocks. Staff oversee the large play equipment, providing support to ensure the children's safety but not interfering with their ideas and imaginative play as they create and develop a complex line of beams, blocks, posts, bridges and hoops. Children show exemplary behaviour; they understand the boundaries that are set for them by staff who are excellent role models. Children are co-operative; they negotiate, share and take turns and they are keen to assist in tidy up time at the end of the session.

Regular outings in the community promote children's understanding of the wider world with every day activities. They visit a local allotment at different times during the year and use vegetables both from the visit and shops in a range of healthy cookery sessions. A trip on a bus to the local shops was greatly enjoyed by all, the photographs and notes on the children's individual learning journeys show how new experiences extend and develop their sense of belonging. The self registration process with laminated photo/name cards, named coat hooks and laminated name cards promotes early reading skills, most children recognise letters from their name, they are encouraged to write their names on their own work. Children's interest in technology and science is fully promoted both in the main hall and the garden area. Children are very familiar and confident in using the equipment in the science box. Whilst digging with staff they look for insects. They show great delight as they rush off to find torches and the magnifying glass or container to take a better look. This interest and freedom to move resources all around the play areas is exceptionally well-promoted by staff. The group computer is used effectively by the children. A timer is used to ensure fairness. Younger children use white boards with large marker pens, when they have completed their art work they use the computer copy/printer to copy their drawing to take home. The younger children ask staff for the first time they then proceed in creating drawings and printing out independently.

Children feel safe at the setting, staff give lots of well-earned praise. They know the children extremely well, they support and extend their learning at every opportunity. Children play a full and active role in all aspects of their learning, show curiosity and the desire to explore and are inquisitive learners. Children are

well equipped to make consistent progress and develop their future learning skills to a high level.

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	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	1
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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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