



Oaklands Pre-school Playgroup

Inspection report for early years provision

Unique Reference Number EY301789

Inspection date 02 November 2005

Inspector Kim Mundy

Setting Address Northwood Methodist Church, Oaklands Gate, Northwood,
Middlesex, HA6 3AA

Telephone number 01923840633

E-mail

Registered person Oaklands Pre-School Playgroup

Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Oaklands Pre-school Playgroup opened in 1970 and it was re-registered in 2005. It is run by Sabiha and Sakina Rizvi and operates from the Northwood Methodist Church in the London Borough of Hillingdon. It has use of the 'school room' and a separate hall for physical exercise.

A maximum of 18 children may attend the setting at any one time. It is open each weekday from 09:15 to 12:00 term time only. Children attend for a variety of

sessions. There are currently 27 children aged from 2 to under 5-years on roll. Of these, 11 children receive funding for nursery education. The setting supports children with special educational needs and English as an additional language.

The setting employs four staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's well-being is protected and supported by the clear and comprehensive written policies and procedures which are in place understood and carried out by staff. For example, all staff hold current first aid certificates and good records are kept for medicines and accidents.

Children are learning good hygiene practices as staff maintain suitable levels of hygiene. Children learn to wash their hands before eating and after toileting. Staff wear gloves to manage bodily fluids such as, blood to prevent the spread of infection.

Children are enjoying well-prepared, healthy and nutritious snacks for example, fruit and milk. They sit and chat together during sociable snack times as staff encourage them to chat.

All children enjoy fresh air and exercise and they are able to make good progress in their physical development for example, as they dance, ride trikes, play ball games and crawl through tunnels. They are developing their coordination as they enjoy participating in planned music and movement sessions each week which is delivered by the visiting teacher and linked to current themes.

Nursery Education.

Children are using their bodies to explore space as they participate in music and movement and they enjoy exercise on a daily basis. They are developing large physical skills as they run, balance, jump and slide on safe apparatus in the hall.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are made to feel welcome in this child-friendly environment. Staff warmly greet children on arrival and the play room is set up with interesting activities to capture their interest. There is a good variety of well maintained toys, furniture and equipment to meet the wide range of children's individual needs.

Children enjoy exploring in this safe and secure environment as staff have minimised all possible risks. Thorough health and safety procedures are in place to maintain children's safety for example, risk assessments and regular fire drills.

Children are safeguarded from abuse or neglect because staff have a good understanding of their role and responsibilities in child protection. They ensure that they keep up-to-date with local procedures by attending training courses.

Helping children achieve well and enjoy what they do

The provision is good.

Children are thoroughly enjoying their time at this setting. Staff are very competent and they have a sound understanding of their role and responsibilities. The key worker system enables staff to build very good relationships with the children and as a result, their care, welfare and learning needs are met very effectively within the setting.

Younger children are enthused by the activities provided and they are highly motivated to explore and learn although, staff have not obtained knowledge and understanding of the 'Birth to Three Matters' framework. Children are helped to make sense of what they see, hear, smell and touch. For example, as they paint, make sandwiches, squeeze play dough, explore sand and water. Children enjoy using a good range of resources which helps them to develop their early mathematical skills. For example, puzzles and bricks. They enjoy quiet times as they listen to music. Suitable arrangements are not in place for story time to meet the needs of younger children who are easily distracted. Children have good opportunities to practise their early writing skills as they paint and draw. Younger children have opportunities to make good progress in all areas of their development and they clearly enjoy their day in this warm, supportive and homely environment.

Nursery Education.

The quality of teaching and learning is good. Staff have a sound understanding of the stepping stones towards the Early Learning Goals. As a result, children are highly involved in well planned and exciting activities. The staff observe children's involvement in the activities and this helps them to plan the next steps for their individual learning. Staff are very enthusiastic and motivated and they use effective teaching methods to help the children to make good progress. For example, open-ended questioning to encourage the children to think and to help them to develop a wider vocabulary. Staff make good use of the space and resources and they demonstrate new tasks to help children to achieve. They have a strong commitment to improving the quality of provision for nursery education.

Children are very happy, confident and highly motivated to learn. They are developing their independence skills for example, as they select resources and pour drinks at snack times. Children are learning to work as part of a group, take turns and share and they are encouraged to express their own thoughts and feelings during discussion times.

Children are confident speakers and they engage in conversations with each other and adults. They enjoy story times with props. However, the organisation of story time does not meet all of the children's individual needs because the younger children are distracting the older children. There are good opportunities for children to

be spontaneous in their writing for example, as they write shopping lists in the home corner.

Children are learning to count confidently and reliably and they recognise several written numerals. They are learning about shape and space as they fit puzzles together and use equipment in the water and sand trays. Children are using lots of mathematical language during their play. For example, to describe size and position. They are solving mathematical problems as they build and construct, weigh and use various objects to add and subtract. More able children are suitably challenged as they cut sandwiches in half and then in to quarters.

Children are learning about living things such as, ladybirds and they have grown sunflowers and cress. They are exploring and investigating their environment as they use magnifying glasses, telephones and observe changes such as, ice melting. Children enjoy using the computer and programmable toys with increasing confidence. They thoroughly enjoy making sandwiches with a variety of breads such as, pitta, naan, tortilla and French bread. Staff capture the children's interest by explaining where the breads originate from in the world and make comparisons to help them understand for example, "French Bread is eaten in France where the children sing Frère Jacques like us".

Children are developing good fine motor skills as they use a wide range of tools and malleable materials with increasing confidence. For example, rolling pins, scissors, brushes and play dough. They are learning about healthy living through different themes and have enjoyed visits from the nurse and dentist.

Children have great fun as they develop their imagination in the home corner, travel agents and flower shop. They have good opportunities to join in music and movement. For example, as they 'act out' being different animals and play various musical instruments. Children are developing their creativity as they paint and stick with a wide range of materials such as paint, glitter and leaves.

Helping children make a positive contribution

The provision is good.

Children have very close and secure relationships with their carers, especially their key worker who has responsibility for coordinating their care. They are developing confidence and self-esteem as staff offer consistent praise and encouragement for example, when they are well-behaved, express their opinions and achieve new tasks. Children enjoy tranquil moments as they listen to a variety of music. They have excellent opportunities to learn about the world they live in and the beliefs of other people. They have visited the Church, Temple, Mosque and Synagogue. Children really enjoy finding out about the festival of Eid which was explained beautifully by a parent. There is a very good range of resources to support children's understanding of diversity for example, dressing up clothes, dolls, puzzles and small world toys. This means that, children's social, moral, spiritual and cultural development is fostered.

Children with English as an additional language and special educational needs are very well supported. Staff work closely with parents and other professionals as they

set individual targets to help children to make the best possible progress during their time at this setting. Staff use resources such as, dual language books and props to support children's understanding during story time.

Children benefit from the good relationships between staff and parents. They settle well in to this setting because staff place a very strong emphasis on their emotional well-being. Parents are required to stay with their child until they are happy to be left. Children have very good relationships with staff who are extremely kind and nurturing. As a result, children feel very safe and secure.

Nursery Education.

Overall, partnership with parents is good. There is good information available to parents about the early years curriculum which includes photos of the children carrying out their activities. Parents receive regular feedback about their children's progress although, this is not sufficiently linked to the six areas of learning. All parents stated that they are very happy with the care and quality of teaching their children receive.

Organisation

The organisation is good.

The Leadership and Management is good. All staff have been thoroughly vetted for their suitability to work with young children and they continue to update their knowledge of good child care practice. The managers of this setting provide good role-models for staff. The staff are very kind and caring and they are fully aware of their role and responsibilities. Children benefit from the good communication systems in place such as, staff and planning meetings. The day runs smoothly for the children as the staff work very effectively as a team.

Paperwork is well organised and it is kept securely although, the record keeping system for managing complaints has not been updated in line with the new day care guidance 2005.

Children are well cared for and their individual needs are met. They are having lots of fun as they learn through play. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they

can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- organise story times to meet the individual needs of all the children attending (also applies to nursery education)
- continue to develop the learning opportunities for younger children for example, by attending the course 'Birth to three matters' framework
- update the system for recording complaints in line with new childminding guidance to the National Standards 2005.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide clearer information for parents regarding their children's progress towards the stepping stones of the Early Learning Goals
- make improvement as indicated in the care section above.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk