



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105749

DfES Number: 500077

INSPECTION DETAILS

Inspection Date 19/11/2003
Inspector Name Kim Mundy

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Warwick Pre-School Group
Setting Address 78 Warwick Gardens
London
W14 8PR

REGISTERED PROVIDER DETAILS

Name Warwick Gardens Pre-School

ORGANISATION DETAILS

Name Warwick Gardens Pre-School
Address 76-78 Warwick Gardens
London
W14 8PR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Warwick Gardens Pre-School group opened in 1974. It operates from purpose built premises in the London Borough of Kensington and Chelsea. The setting has access to a large playroom, office, toilet and kitchen facilities. There is access to outdoor play. This setting is well supported by an active committee. The setting provides a service for the local community.

There are currently 22 children on roll. This includes 8 funded three-year olds and 10 funded four-year-olds. The setting currently supports a number of children with English as an additional language. It also provides care for children with special educational needs.

The nursery opens five days a week, term time only, from 09:30 to 13.25. Five staff work with the children and all staff members hold relevant early years qualifications.

The early years curriculum includes music; ballet; and physical activities, which is provided by visiting teachers. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and it is a member of the Pre-School Learning Alliance (PSLA).

How good is the Day Care?

Warwick Pre-School provides good quality care for children from 2-5 years.

This setting is very well-organised. The manager and deputy offer strong leadership and management at the setting. Staff have a very good understanding about their roles and responsibilities and they work well as a team. Each child has a key worker who is responsible for co-ordinating their care and development. Children are able to access the activities with ease and their independence is promoted through selecting resources. There is a good range of suitable toys, furniture and equipment available to children, which promote all areas of learning. The nursery curriculum is well-planned and very organised. The manager is the special educational needs co-ordinator and she has attended relevant training.

The staff are very aware of children's safety at the setting and most of the relevant policies and procedures are in place to protect the children. However, parent consent to seek any necessary emergency treatment or advise must be obtained. Staff have attended child protection training and they know the correct procedures to follow if they have reason to be concerned about child protection issues. Staff have a good understanding of children's emotional and social development. They have clear and consistent boundaries in place for suitable behaviour at the setting, taking into account the child's age and level of understanding. Children are well-behaved.

Partnership with parents is very good. Parents are given relevant information about the setting and are welcome to discuss their child's routines and achievements. Parental involvement is valued, and parents help within the setting on a rota basis. Staff provide a written report about children's progress when they leave the setting.

What has improved since the last inspection?

Since the last inspection the safety issues have been addressed. Risk assessments are carried out daily; good staff deployment provides suitable supervision of children at all times; fire equipment is checked and procedures are in place so that children are safe on the premises.

Communication systems have been developed. Staff can speak to parents confidentially; relevant policies and procedures are now in place; and committee members are aware of their responsibilities. This improves the overall care of the children.

The staff have clear systems in place for managing children's behaviour, they are well-behaved in the setting.

What is being done well?

- All of the staff hold relevant childcare qualifications and a good understanding of their role and responsibilities.
- The setting is well-organised and good use is made of the staff, resources and space. The key work system ensures good communication with parents and children's individual needs are met.
- Staff provide a broad range of suitable activities for children, which help them to make very good progress in all areas of their development.
- There are suitable health and hygiene procedures at the setting. The staff actively promote good hygiene through daily routines such as hand washing. Most of the staff hold a current first aid certificate. Children learn good health and hygiene practices.
- There are good policies and procedures in place for all aspects of safety, for example, daily risk assessments. Children are safe on the premises.
- Staff have appropriate expectations for the children's behaviour. They offer clear and consistent boundaries. The children are well-behaved at the setting.

- The staff have very good relationships with the parents. The parents are well informed about activities, policies; and procedures. The good relationships with parents, helps the children to be happy and secure whilst they are in the care of the staff.

An aspect of outstanding practice:

Staff have a very good knowledge of the early learning goals and provide a well-balanced curriculum. This helps the children to make very good progress in all six areas of learning.

What needs to be improved?

- the provider's knowledge and understanding of the Protection of Children Act 1999.
- and the arrangements to obtain written parent consent for seeking necessary medical treatment or advice.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	ensure that written parental permission is requested, at the time of placement, to the seeking of any necessary emergency medical advice or treatment in the future.
13	to obtain and read a copy of the Protection of Children Act 1999 guidance, and where possible undertake training in this issue.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Warwick Pre-School offers a very good quality of nursery education and children are making very good progress towards all of the early learning goals.

The quality of teaching is very good. Staff have a sound knowledge of the early learning goals and plan thoroughly. They clearly identify and monitor the children's individual needs and use their assessment skills to plan the next steps for children's learning. Staff plan small group activities with suitable resources and identified learning intentions for the children. There is a good range of toys and resources to support practical activities. The key strengths in communication, language and literacy are due to staffs ability to sensitively question, engage conversation and extend children's vocabulary. Staff manage children's behaviour well. This helps the children to become highly involved in activities and to share and take turns showing respect for one another.

The leadership and management is very good. The manager has a good understanding of her role and responsibilities and offers the staff good advice and guidance. Staff are encouraged to attend training to develop their own skills and knowledge. Weekly staff meetings enable staff to evaluate activities and make the necessary changes in the planning to encourage children's individual needs for example, providing extra practical activities using scissors.

Partnership with parents is very good and this has a positive effect on how the children learn. Parents are encouraged to be involved in the setting by providing resources such as fruit to cut up and by supporting outings and sports days. Parents receive daily information about their child's activities and achievements. Written reports are provided by staff twice a year and there is a parent's evening during the summer term.

What is being done well?

- Staff have a very good understanding of the early learning goals and provide resources and discussion times to extend children's learning. They are very committed to providing a rich learning environment for the children.
- Children have excellent opportunities to explore creative activities such as music and movement, dance and role play. They participate enthusiastically, enjoying these experiences.
- Children have good opportunities to practice their pre-writing skills and are confident when counting and using mathematical language in familiar context.
- Children enjoy a well-balanced curriculum in and outdoors. They have very good opportunities to explore movement and show increasing control and co-ordination.

- Children are confident when using the computers, they enjoy the different programmes and use the mouse with increasing control.
- Children are developing an awareness of the world they live in and build on their own self-esteem through planned topics about themselves, visits, and discussion times.
- Children display a high level of involvement in activities. They have excellent opportunities to extend and consolidate their learning through the good quality practical activities provided by staff.
- Parents are well informed about the curriculum and their child's individual progress.
- The planning, assessment and evaluation of children's involvement in activities is very good. Through this process staff are able to ensure that children have the best opportunity to achieve their individual learning intentions.
- Staff continually assess the learning opportunities they provide and develop new ideas when presenting an interesting and exciting curriculum to the children.

What needs to be improved?

- the opportunities to investigate and explore how things work.

What has improved since the last inspection?

At the last inspection the setting was required to provide further opportunities for the children to recognise letters. Further resources have been provided and children are able to recognise and select letters and match sounds to letters for example A for apple.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They are interested, excited and motivated to learn though selecting their own materials. Children are highly involved in activities and are able to sit and concentrate, for example, when listening and following instructions during music time. They are confident when expressing their likes and dislikes. Children are learning right from wrong and they show concern for one another. Children are able to take turns and to share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in this area. They speak clearly and confidently, holding lengthy conversations with each other and adults. They have good opportunities to recognise letters, words and their names. Children handle books appropriately and understand that print carries meaning. Children confidently practice their pre-writing skills when using notebooks and lists in the office area. They enjoy discussion times and the use of puppets to reinforce their learning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematics. They count and recognise numbers in familiar context. Children are developing practical problem solving methods, for example, when participating in puzzles and construction play. Children have lots of opportunities to weigh, sort, position and size objects. They are beginning to add and subtract during counting rhymes such as 5 little ducks. Children have opportunities to recognise and make patterns during various activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area. They are able to build and construct using a wide range of materials and tools. Children have lots of opportunities to find out about the world they live in through using natural materials, living things and when celebrating festivals. There are excellent opportunities for learning about information technology. Children are confident when using the mouse and enjoy the programmes provided on the computers.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. Children are able to choose when they play in and outdoors. Children use a range of small and large equipment confidently and with increasing control. They move imaginatively during ballet; music; and movement and show an increasing awareness of their bodies. Children have lots of good opportunities to travel around, over and through, balancing and climbing equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area. They have excellent opportunities to explore music and rhythm, movement and dance. Children are able to construct in two and three dimensions using a variety of materials. They respond enthusiastically to what they see, hear, smell and taste for example drums, music and dressing up costumes. Children use their imagination well, when participating in role play in the house; shop; restaurant; and office.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration.
- to provide further opportunities for children to investigate and explore how things work.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.