



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143815

DfES Number: 519095

INSPECTION DETAILS

Inspection Date	23/02/2004
Inspector Name	Jaqueline Nina Sewell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wendell Park Pre-School
Setting Address	Wendell Park School Annex Cobbold Rd Shepherds Bush London W12

REGISTERED PROVIDER DETAILS

Name	Hammersmith & Fulham Pre-School Learning Alliance
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ORGANISATION DETAILS

Name	Hammersmith & Fulham Pre-School Learning Alliance
Address	Room 24A The Polish Centre King Street London W6 0RF

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

Wendell Park Pre School has been registered since the early 1990s. It is run by Hammersmith and Fulham Pre School Learning Alliance. A parent management committee is set up to manage the group. The Pre school is situated in a residential area of Shepherds Bush, located in a detached one storey building in the grounds of Wendell Park School.

The premises consist of one large playroom, within the playroom is a small kitchen which has been partitioned off, a large walk in storage room, children's toilets, and a secured outside play area. The building is also used by the school and the extended day care scheme, when the pre school is not in operation.

The nursery is opened from 09:30 to 13:30 Monday to Friday, term time only to accommodate 16 children aged from two years to under five years. There are currently 14 children attending of whom 10 are three year olds, 9 of these have funded places and 6 of these have English as an Additional Language. There are no children at present with special educational needs. The pre-school employs three child care staff including the senior leader and leader. The senior leader and leader both hold qualifications in child care and Early Years to NVQ Level 3. The assistant leader is currently attending training.

The group receives support from the Early Years Development and Child Care Partnership and the Pre -School Learning Alliance. It is currently taking part in the Pre School Learning Alliance accreditation scheme.

How good is the Day Care?

Wendell Park pre-school offers satisfactory quality care for children.

The staff have relevant experience and hold the required early years qualifications. There is a commitment to training and a clear recruiting procedure to ensure improvement in care and education for all children. The group is well organised which allows staff to work closely with the children and develop good relationships

with them. Children are generally well behaved, settled and secure as a result of the staff's sensitive approach. Children are independent in selecting activities and resources and have enough space to move around freely inside and outside.

Staff make sure children are safe and secure by checking the inside and outside areas. However, some aspects of the staff's health and safety practice needs to be reviewed.

The staff team plan to improve the observations and assessments they make of children's individual achievements to help them plan activities. Overall they provide a stimulating and balanced range of activities.

The group has a good working relationship with parents and carers. The setting is warm and welcoming and encourages parental involvement. The staff have a satisfactory understanding of child protection issues.

Documents and records regarding children's care and welfare are kept as required. Information regarding the running of the setting and the procedure for lost children need to be made more accessible to parents and carers.

What has improved since the last inspection?

The provider has made good improvement since the last inspection.

At the last inspection the provider agreed to ensure that the person in charge and 50% of staff hold relevant child care qualifications; appoint a deputy; ensure records are available to show the recruitment and suitability of all staff and volunteers; to maintain required staffing ratios with a minimum of two staff on duty and suitable contingency arrangements for staffing cover; to ensure the security of the outside area used by children; to provide records of fire drills; to obtain written parental permission for emergency medical treatment or advice; to maintain a record of incidents requiring physical intervention by staff and to inform the parents on the same day and to keep a record of all complaints.

The person in charge and 50 percent of the staff have gained relevant early years, childcare qualifications. A named deputy is in place to take charge in the absence of the manager, at least three staff are on duty at any one time and child staff ratios are maintained to ensure children are supported and properly supervised. The Pre-School Learning Alliance provides a bank of suitable staff to cover absences and this works effectively.

Records are kept on the premises detailing staff training, recruitment and vetting although these need to be kept consistently for all staff. Written parental permission is sought to seek emergency medical treatment and advice for all children to ensure they are looked after according to their parents wishes.

A system has been developed to keep records of incidents and complaints.

What is being done well?

- The staff work as a team to plan a broad range of interesting activities that promote all areas of children's development. Children learn to be self sufficient as they choose between activities that they can do on their own or with an adult.
- Staff develop good relationships with children as they talk to them constantly during their play and daily routines. Children are settled.
- The nursery is well organised. This allows staff to work directly with the children and children to choose easily from a good range of toys and equipment. Children are supported.
- The pre-school provides a warm and welcoming setting for children, where good use is made of the outside area to support children's physical development.
- The staff team work well together supporting the children. They are committed to improving the care and welfare of all children through regular early years training courses.

What needs to be improved?

- the arrangements for staff to observe and record what children do to help them plan the next steps in children's learning and to keep parents informed about their child's progress.
- the staff's knowledge and understanding of health and safety regulations, including use of hazardous cleaning substances in areas used by children, and the methods used to prevent the spread of infection.
- the children's access to fresh drinking water at all times.
- the documentation, regarding the procedure for lost children and the arrangements for providing parents with information about the provision and the service provided.

Outcome of the inspection

Satisfactory

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
3	Observe and record children's individual achievements to plan the next steps in children's learning.
6	Ensure all staff have knowledge and understanding of health and safety regulations in regards to the use of hazardous substances
7	Ensure staff use good hygiene practices at all times to prevent the spread of infection and act in the best interests of sick children.

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

How effective is the nursery education?

Wendell Park Pre-School offers children generally good quality education.

Children make generally good progress towards the early learning goals.

The quality of teaching is generally good. The key strengths in children's personal, social and emotional development are due to the skilful interactions of the staff who are constantly engaged with the children, developing sound relationships and providing good role models. As a result children are confident, independent and work together well. There are less opportunities for children to be self sufficient at break time.

Staff develop a secure knowledge of the stepping stones towards the foundation stage of learning. Overall this gives children access to a well balanced and organised curriculum. Appropriate support is given to children with special needs and to those who require first language support.

Children are encouraged to express their ideas and thoughts in a variety of ways. There is less challenge in the programme for knowledge and understanding of the world for children, particularly more able children, to ask questions about how and why things work. Children also have less challenges to recognise or write their own names, to read words as labels around the room or to practise writing for a purpose.

Staff assesses children's learning and use this information to plan the curriculum. This needs some further development.

The leadership and management is generally good. There is a sound understanding of good early years practice and a commitment to staff development through training. The arrangements for staff supervision and appraisal need to be improved.

Partnership with parents is generally good. Parents are encouraged to become involved with their children's learning as they take part in the volunteer system. The way parents are provided with information about the service needs to be improved.

What is being done well?

- Children have very good access to computers and relevant software to extend and consolidate their learning in mathematics, language and literacy and physical development.
- Children use mathematical language confidently to describe what they do such as large and little and many children can count along a scale up to ten.
- Staff plan interesting practical activities that encourage children to use their imagination and express themselves in different ways. Children particularly enjoy role play in the well organised home corner and many children can sing

simple songs from memory.

- The staff team work well together and are committed to improving care and education for all children. They make full use of the support from the qualified teacher at the early years partnership and attend relevant training regularly.
- Staff develop good relationships with children as they help them to settle and listen to them. This fosters children's self esteem and provides a caring environment where children feel safe and encouraged to learn.
- Children's confidence and ability to play co-operatively together in small groups, sharing and taking turns is supported by the staff who work directly with the children providing good role models.
- Staff develop good relationships with parents, encouraging their involvement in the nursery through participation in the parent volunteer system.
- Children are encouraged to be independent whilst selecting and displaying a high level of involvement in activities. .

What needs to be improved?

- The programme for personal, social and emotional development to encourage children to be more self sufficient at break time.
- The programme for communication, language and literacy: to develop the use of labelling to provide greater opportunities for children, particularly those with English as an additional language, to recognise and relate to simple words; to develop greater opportunities in every day activities for children to practise to write for a purpose and to practise writing their names for instance on their own work.
- The assessment of children's individual learning along the stepping stones, to provide sufficient detail to plan the next steps for learning.
- The staff's knowledge and understanding of the Foundation Stage to plan good quality challenges in activities, for the more able children.
- The partnership with parents, to ensure parents are provided with sufficient information, in their own language about the provision, the service it provides and the progress of their children towards the early learning goals.
- The leadership and management to ensure staff are supported and the provision for nursery education for all children, particularly children with special education needs is monitored effectively.

What has improved since the last inspection?

This is the first inspection for funded nursery education. Since providing places for funded children the provider has made good use of support from the Early Years and Child Care Partnership and the Pre School Alliance to improve the care and education for all children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children confidently express their needs and generally relate well to each other and adults. Children display a high level of involvement in activities, selecting and using resources confidently and independently. Children learn how to share due to the sensitive approach of staff. The system for breaks does not offer children as good opportunities to learn personal independence as staff serve them pre-prepared fruit.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children develop their reading skills as they choose from a good selection of books in the comfortable book corner. Children practice their pre-writing skills as they use writing materials although they spend less time writing for a purpose. More able children are not provided with regular opportunities to write or recognise their own names or simple words.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children solve problems using mathematical concepts such as construction, puzzles and matching shapes and colours. They use mathematical language confidently and correctly such as 'the big dinosaurs all go together'. Many children can count along a scale over 10 and are starting to recognise numerals up to 5. Children are learning to calculate. However, more able children are not always provided with good opportunities to use subtraction and addition in every day activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children use different techniques and materials to build and construct. They discuss past and present events in each other's lives with interest as they celebrate different festivals. They take of living things as they plant and watch bulbs grow in the flower beds. Children use the computer and telephones confidently to support their, language, mathematics and physical development. Children, particularly older and more able children spend less time investigating how and why things work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop confidence, showing awareness of others as they move around safely inside and outside. They develop their co-ordination and dexterity as they use a range of small and large equipment such as the slide in the play ground and scissors for cutting paper. Children particularly more able children spend less time practising using different tools safely for instance small hammers.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children express their ideas freely through a good range of activities such as role-play, painting, collage and action songs. They use their senses well whilst using a range of materials and resources such as bubbles in water play. They enjoy exploring sound and rhythm playing a variety of musical instruments. Many children can sing simple songs from memory as they participate actively at circle time. Children spend less time making up their own stories during story time.</p>	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Evaluate and improve the assessment of children's individual achievements and planning of the curriculum, to ensure activities meet children's individual needs and provide good quality challenges for more able children.
- Evaluate and improve the programme for communication, language and literacy. Improve opportunities for children to practise writing their own names and writing for a purpose. Develop the use of labelling to support children with English as an additional language

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.