

Regents Park Pre-School

Inspection report for early years provision

Unique reference number 131554
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Inspector Fiona Robinson

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Email
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

Regents Park Community Pre-School is a committee-run group and has been opened since 1989. It operates from two large inter-connected play rooms, each with adjacent toilet facilities, including a disabled toilet, and an enclosed outdoor area. There is disability access to the building. The pre-school is situated in the grounds of Tanners Brook Schools in the residential area of Regents Park. It serves the local and surrounding residential areas.

The setting may care for no more than 26 children from two years to under five years at any one time. There are currently 62 children from two to under five years on roll. This includes 42 funded children. The pre-school supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The group operates Monday to Friday from 8.45am to 11.45am and 12.30pm to 3.30pm during the school term. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A qualified lead practitioner is responsible for the day-to-day running of the group. In addition, nine staff work closely with the children, of whom eight have appropriate early years qualifications. The pre-school receives support from the local authority and has established links with the schools in which it is based. The group is a member of the Pre-School Learning Alliance and was awarded accreditation in 2003.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well-cared for in a bright and stimulating environment. They are fully included in interesting and well-planned activities and achieve well. The excellent partnerships between parents and carers and the host school ensure their individual needs are met. The manager and staff have a clear knowledge of the setting's strengths and areas for improvement. They have a good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- develop the use of appropriate resources to support the development of the children's understanding of information technology, for example, by enabling them to record their work photographically.

The effectiveness of leadership and management of the early years provision

Staff have an excellent awareness of safeguarding and child-protection issues. They have a full understanding of the comprehensive policies and procedures. Staff are vigilant in ensuring children are kept safe and secure in the setting. Daily risk assessments are carried out to keep the indoor and outdoor environments safe. There are rigorous collection procedures in place which are followed carefully by parents and carers, and staff. Staff are deployed very effectively to ensure children are kept safe and secure. Fire-evacuation procedures are practised regularly so that staff and children are familiar with the routine. There are robust recruitment and vetting procedures in place to ensure that adults working with, or having contact with the children, are suitable. Security within the setting is excellent and positive steps are taken to minimise risks.

Partnerships with parents and carers are outstanding. They are kept very well-informed of their children's progress and development through informal discussions with key staff. More formal termly meetings are held where their child's progress is discussed in more depth. Parents say that staff are friendly and approachable and their children have lots of fun at the setting. They value their children's learning stories and termly summary sheets. Staff share comprehensive and clear information through newsletters and the parent's and carers' notice board. Parents and carers are encouraged to become involved in the evaluation of the setting through the completion of questionnaires. Staff value their contributions and ideas. Parents and carers are very supportive of fundraising activities, such as the treasure hunt.

Partnerships with the host school are excellent. The staff share information very effectively to ensure children have a smooth transition into full-time education. There are very effective partnerships with outside agencies for children with special educational needs and/or disabilities, and those who speak English as an additional language.

The pre-school is well-led and managed. Staff meet together regularly to discuss planning, assessment and improvements for the setting. They access relevant training courses to enhance their practice. Good progress has been made in addressing the recommendations of the previous inspection. In particular, policies and procedures are regularly reviewed and updated. A good self-evaluation process is in place to monitor and evaluate the effectiveness of the provision. The manager and staff value the views of parents and carers, and children when identifying areas for improvement. There is a clear understanding of the strengths and areas for development. For Currently, staff have begun to develop the use of technology in the setting, including the use of digital cameras by children to record their learning experiences, increasing the children's understanding of information technology. Staff actively promote equality and diversity and work hard to ensure that children are fully integrated in activities. A good range of resources are used effectively to meet the needs of the children. Staff have clear expectations about securing improvement and demonstrate a good commitment to continued improvement.

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

There is well-organised indoor and outdoor play and all children achieve well. They benefit from being cared for in a bright, inclusive environment. They are settled and happy at the pre-school and enjoy daily access to the outdoor environment. Staff respond well to their individual needs and interests and are developing the use of technology in activities. Children with special educational needs and/or disabilities, and English as an additional language are supported well in their learning. Activities are well-planned and staff include children's ideas in the themes and topics covered. They regularly monitor children's achievements and record them in their learning stories.

Children behave well and have good relationships with one another and staff. They learn to be respectful, take turns and share play resources. They form friendly relationships with others and listen attentively at circle time. They demonstrate a clear sense of belonging and are happy and confident in the setting. There is excellent inclusion in activities and festivals, such as Diwali, Christmas, Hanukkah and the Chinese New Year enrich the children's experiences. Recently, they built a den outdoors as part of their Sukhot celebration.

Children's health and safety is promoted well and they develop a good understanding of keeping healthy and safe. They enjoy growing their own fruit and vegetables and learn to handle tools safely as they prepare their own fruit salads. They make healthy choices at snack time and pour their own drinks. They enjoy using the slide and balance carefully on the climbing apparatus. They skilfully manoeuvre a selection of wheeled toys and bicycles around the outdoor area. They benefit from talks on road safety and fire safety from policemen and firemen.

All children access a good range of well-planned activities and opportunities for free play. Their creative skills are developed well as they print colourful leaf patterns and design and make collages out of materials. They enjoy listening to stories, such as 'The Hungry Caterpillar' and are keen to answer questions based on this. Most children count up to ten and beyond and they enjoy practising their counting through singing songs, such as 'Five Cheeky Monkeys'. Their physical skills are developed well as they complete the assault course and carefully move along the balance beams. Children's communication skills are developed well as they go on a nature walk in the school grounds and discuss what they can see and hear. They cooperate well as they play parachute games. They enjoy mark making in shaving foam and sand and most write their own names by the time they leave the setting. They have fun making three-dimensional models and carefully complete self-portraits on paper plates. Children tunefully sing songs, such as 'Twinkle, Twinkle, Little Star' and enjoy helping one another to choose shoes in their shoe shop. Parents and carers are very supportive of special trips and visits to Moors Valley Country Park. They appreciate the graduation ceremony held at the end of the year. Children are prepared well for future learning experiences and life outside the school day.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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