

Greenacres Pre-School

Inspection report for early years provision

Unique reference number

EY284823

Inspection date

01/09/2010

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

Greenacres Pre-school is one of a number of settings and facilities run by an individual owner.

It opened in 2004 and operates from a converted house in Hampton, Middlesex. It is situated in the high street and is close to a local park. The Pre-school is open from 08:00 to 18:00 for 52 weeks of the year. The children have access to a secure enclosed outside play area.

A maximum of 37 children may attend the Pre-school at any one time. There are currently 37 children, aged from three to under five years on role, the majority of who are in receipt of Government funding. Children come from a wide catchment area.

The Pre-school employs seven members of staff, including a cook. All the staff working with the children hold an appropriate early years qualification; ranging from Level 2 to Level 4. Several of the staff team are currently working towards a higher qualification. All staff hold an appropriate first aid qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met in this stimulating, caring and supportive environment. Excellent partnerships with parents and other agencies are well established. Staff are fully aware of the procedures to follow should they have any concerns regarding safeguarding. Risk assessments are completed but these are not dated and there is no record of any action taken. Children's progress is well monitored and recorded. The development plans for the children's next steps are unique for each child and supports their individual needs. The owner and all the staff embrace training and many of the staff team are studying for further qualifications. The pre-school seeks the opinions of the children, their parents and the staff team in their self-evaluation process. The recommendations made at the pre-school's last inspection have been met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of risk assessment details the date of the review and any action taken (Documentation) 29/10/2010

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

- further develop systems to monitor ongoing suitability of staff.

The effectiveness of leadership and management of the early years provision

The pre-school has good policies and procedures in place to help the safeguarding of the children in their care. These are displayed for the parents' information, along with the name of the pre-school's designated safeguarding officer. The procedures in place for vetting new staff are robust and ensure that only suitably vetted people are employed in the setting. However, procedures to ensure staff's ongoing suitability needs to be further developed. All regulatory documentation containing the children's personal details, dietary requirements and written consent to seek emergency medical treatment are all in place. Regular risk assessments are being completed but the records do not contain the date of the review or details of any action that is taken.

The pre-school has two groups of children; one group is based on the ground floor, the other on the first floor. All the rooms are extremely well resourced. The equipment and furniture in each room is age-appropriate, inviting and in excellent condition; each floor is well set out and allows the children free-flow throughout all the rooms. The children do have the opportunity to join together as a group for parts of the day.

The pre-school promotes inclusion through their positive relationships with their parents and their highly committed partnerships with other agencies. The systems they have in place to support children with English as an additional language and who have special educational needs and/or disabilities are excellent. They work closely with their parents to ensure they have a list of key words in the child's home language to support and reassure the child. The pre-school also works closely with other agencies to ensure that any changes or adaptations required to make the environment and routine more suitable for a specific need are met and in place for the start of the child's time with them.

The pre-school has an effective settling in process, which is planned with the child's parents and meets the individual needs of each child. On agreeing the placement, each child is allocated a key worker who contacts the parents and makes the arrangements for the child's settling in visits. These visits are friendly and relaxed and allow the child to settle at their own pace. It also allows the key worker to work closely with the parents to identify the child's individual starting point and to enable the setting to plan effectively taking into account the child's individual needs and abilities. Many of the children who attend are already familiar with the staff and building as their older siblings have attended the pre-school. The group also has a similar settling in process for children who are transferring from one of their other sites.

The management are passionate about their pre-school and strive to continually improve the service they provide. They seek the opinions of the parents through a variety of methods, including questionnaires, face to face meetings and a communication box. They also talk with the children about various topics and seek their opinions, for example, what they like to play with at the pre-school and what they like for lunch. Staff are also able to input their views in the future development of the group. The setting has recently completed the 'Improving

Quality for Children' assessment and gained a green rating for all areas. Everyone in the setting fully embraces training and many of the existing staff team are currently working towards a higher level of qualification. The pre-school also have a commitment to provide some in house training/workshops for their staff team. They also attend short courses/workshops that are available through their local authority; this information is disseminated throughout the group. Parents are aware of the key worker system and are kept informed of their child's progress through daily verbal communication, parent consultations, newsletters and open evenings. Parents also receive a copy of the next planned theme for the pre-school and are encouraged to bring in items to support this.

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

The children have access to a wide variety of interesting and stimulating age-appropriate resources throughout the building. Puzzles, construction equipment, books, creative play, a computer and role play are some of the activities provided by the staff, with the children's individual development needs in mind. All these activities are well presented at child height, making them easily accessible to the children, allowing them to make choices in the type of play they involve themselves in and also a choice in how these resources are used. For example, at the paint table, the children were able to choose whether they used a paint brush or their fingers to put the paint on the paper. Also the children took the pads and paper from the mark making area into the role play area to make shopping lists of things they needed for their babies. All the rooms on each floor contain all six areas of learning.

Children's physical development is well supported in a garden that is extremely well equipped; the children have the opportunity to undertake a wide variety of activities from the tailor-made mini assault course to riding on a variety of bikes and trikes. The children have also been planting vegetables this year and they have enjoyed watching them grow and eating them; the children eagerly showed me the tomatoes they are growing but told me that they were not ready to eat yet. The staff try to ensure that the children go out in the garden as often as possible. On the day of the inspection it was raining but some of the children were helped into their rain coats and given umbrellas and taken into the garden on a short snail hunt. Each child was given a tray to collect the snails in and each snail was looked at and discussed before they were carefully put back on the plants.

Each member of the staff team has developed their own method of planning and assessing, for their key children's development, which is effective. Each child has an individual learning plan, with some staff choosing to develop this on a monthly basis, identifying small goals in relation to each of the areas of learning, whilst others introduce these on a three monthly basis, identifying wider goals and including much more detailed information throughout the 12 week period. The management are fully aware of the different methods used and have a highly effective system in place to monitor and evaluate these, in terms of how these improve individual outcomes for the children.

The children and staff have established warm and friendly relationships and talk a great deal to one another in a very relaxed manner. Through their conversations, during a variety of activities, the children explore numbers, letters and their sounds, shapes and simple maths. The children have access to a computer, which they use confidently, enabling them to gain skills for the future. Their frequent outings within their local community, their support for charities both within this country and in Africa help the children to improve their knowledge and understanding of the wider world. The children are also encouraged to be part of the group's recycling ethos; by sorting and taking items to the recycling bins within the Pre-school site and also by their use of the compost bin.

Children are becoming aware of their own safety; they are aware of the group's rainbow rules which include 'must walk indoors and listen to one another'. The children help staff tidy up the rooms and are aware that if they want a particular activity out, they may need to put others away first. The pre-school recently completed a hand washing topic which has made the children aware of why they need to wash their hands.

Children are making a positive contribution to the pre-school as they demonstrate extremely good behaviour. They make friends and co-operate in a highly effective manner with one another. The older children are extremely supportive of the younger children within the group, ensuring they are able to take their turn in the game they were playing. The children speak confidently about the group's rainbow rules and show an understanding of why the rules are so important and what they mean. These include 'being kind to one another' and that you 'mustn't hit or kick one another'. Staff act as good role models for the children and give the children a lot of positive comments to reinforce the positive behaviour.

The staff ratio is adhered to and all staff hold a valid first aid qualification. The children enjoy well planned and healthy meals and snacks. Children's individual dietary needs are fully considered and the children have the opportunity to request certain foods or a favourite meal. Water is freely available throughout the Pre-school, which children are able to help themselves to, in addition to the regular snack bar that the children have access to, which encourages the children's independence. These are all closely monitored by the staff team.

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	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	2
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	1
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	1
The extent to which children develop skills for the future	1

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