

Pinner Parish Pre- School

Inspection report for early years provision

Unique reference number	509021
Inspection date	08/09/2010
Inspector	Kim Mundy
Setting address	St. John The Baptist Church Hall, Pinner Parish Church, Church Lane, Pinner, Middlesex, HA5 3AA
Telephone number	07949 363325
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Pinner Parish Pre-School opened in 1966. It is managed by a voluntary management committee, which is made up of the parents of children at the pre-school and it is a registered charity. The pre-school operates from St John's Baptist Church Hall in Pinner in the London borough of Harrow. All children share access to a secure enclosed outdoor play area. The pre-school is open each weekday from 9.30am to 12.30pm during term time. On Mondays, the pre-school operates for up to 12 pre-school children and parents provide a packed lunch for them on this day. The nursery provides a service for children from the local community. A maximum of 25 children may attend the pre-school at any one time. There are currently 29 children on roll that attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs six full-time staff and they all hold appropriate early years qualifications. The pre-school registered on the Early Years Register, the compulsory part of the Childcare Register and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this very nurturing and welcoming pre-school. The strong emphasis on partnership with parents and others means that children's individual needs are met very effectively. The provisions effectiveness in helping children to learn and develop is good; staff are successful in promoting children's self-esteem and encouraging their enthusiasm for learning. Staff have a positive attitude to continuous improvement, supporting good outcomes for children. They are keen to enhance their self-evaluation process and to develop further, the children's existing good learning opportunities. The staff team are well-organised in relation to all aspects of children's welfare and learning.

What steps need to be taken to improve provision further?

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

- plan and extend children's outdoor play experiences
- develop further the systems for self-evaluation to include children's and parent's views
- develop further planning to provide more opportunities for children to explore living things.

The effectiveness of leadership and management of the early years provision

Children are very happy and settled in this pre-school. The established staff team work well together to provide a stimulating and very caring environment for the children. The effective leadership and management means that children are safeguarded. Arrangements for safeguarding children are secure and well managed; staff are fully aware of the necessary steps to take should any concerns arise. Children are cared for by staff that are rigorously vetted and suitable to work with them. Furthermore, visitors to the nursery are required to sign the visitor's book and staff are suitably deployed working directly with children both in and outdoors. Children are able to explore and investigate independently because staff undertake a daily risk assessment of the premises both in and outdoors. In addition, prior to any outings, the staff carry out pre-visits to ensure children's safety. The relevant policies and procedures are in place to promote children's welfare, and four staff are trained to administer first aid in the event of an accident.

This small and motivated staff team are aware of their strengths and areas for development; they are keen to involve children and parents in their self-evaluation process and to extend children's outdoor play experiences. Children of all abilities and backgrounds settle successfully into this friendly pre-school; they have secure relationships with all staff, especially their key person. Parents are particularly complementary about how the key person system works in practice. There is a good range of toys, furniture and equipment to meet the varying needs of the children attending.

A key strength is the way that the provision reaches out to parents and carers. Informal day-to-day discussions, notice boards, letters and the open access policy promote good communication systems for parents/carers. Parents receive very informative developmental reports in their children's learning journals, which includes photos of their children during activities. Parents are unanimous in their support of the pre-school and are very happy with the care and education their children receive. During the inspection, several parents said their children were very happy with the provision and that they are having fun whilst learning. The provision works well in partnership with others, for instance, as they build links with local schools, community police and therapists.

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

Children are developing a good understanding of why it is important to lead healthy lives. They follow personal hygiene routines, such as hand washing before preparing their snacks and decorating their smiley face biscuits. Children enjoy eating different fruits during snack bar time. Independence skills are always encouraged, for example, as they pour their own drinks, make choices about what they want to play with and select materials and resources they wish to use during

activities. Children enjoy fresh air and exercise everyday. They develop control over their bodies as they crawl, balance and slide on apparatus, and they have fun participating in parachute games. Children develop a good understanding of how to stay safe as they practise the fire drill and through themes, such as road safety crossing.

Children are well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. They are developing friendships and are learning how to take turns and positively interact with each other. The atmosphere is very inclusive and this in turn enables the children to grow in confidence and self-esteem. Boys and girls alike achieve consistently well because staff plan for their individual learning whilst taking their interests in to account.

Children are curious and keen to learn. They make good progress in all areas of their learning and development because staff plan a range of activities and set up the play hall to entice them to make their own choices about what they want to play with. They are making good progress in their early mark making as they draw and make patterns with their fingers in sand and shaving foam. Children spend time developing their problem-solving skills as they build with bricks, fit puzzles together and float and sink objects in the water play. They enjoy finding out how things work, for instance, as they use sellotape dispensers, binoculars and play dough cutters. Children observe mini-beasts in the garden, but overall, they do not spend time finding out about living things. Children are using their imagination as they create their own face when icing their biscuits and they count and recognise colours and shapes as they add their facial features. They thoroughly enjoy using their imagination as they investigate and explore in the Doctor's surgery. Children are developing an understanding of multicultural Britain and the beliefs of other people as they celebrate a variety of festivals, such as Diwali. Children's early learning experiences are positive in this safe, secure and caring pre-school. Therefore, children are helped to develop good skills for their future learning and education.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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