

Essex Road Pre-School

Inspection report for early years provision

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Inspector

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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

Essex Road Pre School was registered in 2010 and formally registered at the same premises in 1994. The setting operates from a community centre in the London Borough of Islington. Children access one main room and a sensory room. An enclosed outdoor play area is also available. The setting is open between 09.30am and 3.00pm during term time.

The setting is registered on the Early Years Register. A maximum of 24 children in the early years age group may attend at any one time. There are 29 children in the early years age group on roll. 22 children are provided with funding for early education. The setting also support children learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs five staff of whom four hold suitable childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is well led and managed and children are cared for by a consistent staff team. Secure relationships have been developed with parents and other agencies involved with individual children. This is an inclusive setting which ensures the needs of all children are provided for. The staff team have an effective working knowledge of the Early Years Foundation Stage and demonstrate a commitment to making continuous improvements to improve the outcomes for children. Children's health is generally well provided for. The setting uses the process of self evaluation to monitor the quality of the early years provision.

What steps need to be taken to improve provision further?

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

- identify children's initial starting points using the six areas of learning and use their next steps to inform future planning. Also continue to support parents involvement in their child's learning
- develop further the information systems for parents to support healthy eating.

The effectiveness of leadership and management of the early years provision

Well organised safeguarding procedures are in place to ensure that children are protected. Effective working relationships have been developed between the staff and safeguarding agencies. Consequently any concerns about children's welfare are reported efficiently. Staff are well deployed at the setting which ensures

children are well supervised. Comprehensive risk assessments for both indoors and out further promote children's safety at the setting. Furthermore, secure systems at collection time ensure that children are collected by appropriate adults only

The setting is well led and managed. All required policies and procedures are in place and easily accessible to parents and promote the smooth running of the setting. Children are well cared by a consistent staff team who work very effectively together. Appropriate vetting procedures are in place which ensures that staff are suitable to work with children. The staff are committed to making continuous improvement to the service and use the process of self- evaluation to improve outcomes for children. The management have devised good support systems including, support from the voluntary sector and the early years service. Consequently staff have good opportunities for training and support.

Staff have developed secure relationships with parents. They carry out yearly surveys and provide parents with on-going opportunities to provide comments about the service. Parents provide very positive feedback about the service including, the support and advice they receive from staff. Parents say they are warmly welcomed at the setting and receive useful feedback each day. Regular parents meetings take place to discuss general issues about the setting. Meetings are also provided with their child's key person to discuss their child's development at the setting. Improvements have been made to help parents to continue child's learning at home. The setting recognises that this is an area they are continuing to develop.

The setting promotes inclusion well. Secure relationships with parents provide staff with useful information about each child. Appropriate support is provided for children who speak English as an additional language and staff use key words in their home language. Effective partnerships with other professionals ensure children are provided with support at an early stage, if additional needs are identified, in consultation with parents.

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

Staff at the setting have a good knowledge of the Early Years Foundation Stage. As a result, children are provided with a wide range of activities catered to their interests and stage of development. Staff regularly observe children's development and provide records of their progress towards the early learning goals. Although staff identify next steps for children's learning this is not always used effectively to inform future planning. Useful information is provided by parents at the beginning of their child's placement. However, this is not organised into the six areas of learning to promote parents' involvement in their child's learning at an early stage.

Children are provided with a calm and inviting learning environment. They quickly become absorbed in their play and settle well here. They benefit from open access to both indoor and outdoor play. Consequently they are well behaved as they are

provided with good choices and support both indoors and out. Children's learning is extended to the outdoor area. They concentrate well as they consider the weight and size of wheels as they roll and balance them down narrow slides outdoors. Their interest is maintained as staff provide explanations and encourage their thinking during this activity.

Children are developing an understanding of the natural world as they have access to a communal area next to the setting where they grow flowers and vegetables. Their learning is extended as they take part in cooking activities making soup from their home grown vegetables. Staff use opportunities such as snack time to recall these experiences. Children use this time to think about other cooking activities they have taken part in. They are keen to talk about the time they baked a banana cake. Children are learning the importance of caring for their environment as they take part in saving items they use at the setting for recycling. This is collected each week from the setting. Their understanding is extended as they take part in games where they place objects in the correct recycling container.

Children are provided with good adult support during activities. For example, during their sensory topic they are keen to observe what happens when two large blocks of ice are left indoors. As they notice the changes staff provide explanations which develop their thinking and language skills. Staff use good use of questioning asking what items feel like and introducing new words. For example, does this feel crunchy? Children enjoy practising the new words they are learning. Children are keen to let the adults know how different their hands feel after they touch the ice. They demonstrate they have benefited and enjoyed their sensory topic as they touch objects around the setting and talk about how they feel. Children are learning useful skills for the future as they access the computer and take part in simple educational programs. They enjoy opportunities to learn early writing skills during imaginary play sessions. They happily make shopping lists in the home corner with their friends approaching staff when they need support. Their language skills are promoted well throughout the day. Children enjoy opportunities to talk into a microphone and hear their voices played back. Staff encourage their speech and language development during planned and spontaneous activities. For instance, during a sensory activity children are encouraged to talk about how each item feels including, feathers and stones. They happily gather for story sessions and enjoy being chosen to hold props this promotes their involvement and interest during these sessions. Consequently, they enjoy reading and independently select books from the home corner. Some children hold the book for others to see as they pretend they are reading to a group of children.

Children are learning how to keep safe as they practise the evacuation procedure at the setting and are learning how to behave in an emergency. Well organised routines and positive interaction help children feel safe and secure at the setting. They are aware when snack is ready and this is well organised so children don't have to rush and finish what they are doing straight away. Children's health is generally very well promoted. Healthy snacks are provided throughout the session and this time is used to stimulate discussion about healthy eating and cooking activities they have enjoyed

The setting provides guidance for healthy packed lunches and generally children are provided with appropriate food in their lunch boxes. However, some packed

lunches are not as healthy. The good access to outdoor play helps children to develop physical skills and promotes a healthy lifestyle.

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
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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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