

# Warwick Pre-School Group

Inspection report for early years provision

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| <b>Unique reference number</b> | 105749                                 |
| <b>Inspection date</b>         | 07/03/2011                             |
| <b>Inspector</b>               | Julie Biddle                           |
| <b>Setting address</b>         | 76-78 Warwick Gardens, London, W14 8PR |
| <b>Telephone number</b>        | 0207 602 3080                          |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | 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

Warwick Pre-School Group is managed by a voluntary management committee, made up of parents of children at the pre-school. It is a registered charity. It opened in 1974. The pre school operates from a purpose built building in the Royal Borough of Kensington and Chelsea. Children have access to a secure enclosed outdoor play area.

The pre school opens each weekday between 9.15am to 1.15pm and 1.15pm to 3.00pm during term time only. Children attending until 1.15pm bring a packed lunch.

The pre school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 22 children may attend the pre school at any one time. There are currently 26 children on roll in the early years age group.

The setting receives funding for 3 and 4 years old.

The nursery support children with learning difficulties and /or disabilities, and also supports children who speak English as an additional language.

The nursery employs 5 staff including the manager and all staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed, valued and respected in this child centered environment. Staff pay appropriate attention to the children's emotional needs and to building relationships with them. Children's care and learning is enhanced through the provision of a varied range of play materials. Overall children on the site are safe and well cared for. The manager and the staff team have a clear vision for the future and demonstrate a commitment to addressing any improvements to enhance the service for the children.

## What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- ensure staff are appropriately deployed across the setting to support all the children

## **The effectiveness of leadership and management of the early years provision**

Children are protected as appropriate policies and procedures are in place to keep children safe and secure within the nursery. Staff are familiar with the safeguarding policy and are aware of the correct procedures to follow should they have any concerns. Recruitment procedures are robust and rigorous checks are carried out to ensure the safety and well-being of children and their families. Staff complete regular risk assessment of the building and garden, meaning children can play explore and develop in a safe environment. All visitors to the setting can be viewed by closed circuit cameras. Staff are very aware of how to keep children safe when they are on outings both locally and further afield, however, records for outings are not sufficiently maintained.

Staff are generally well deployed across the setting, however, this is not consistent during the day. This means there are times when the environment feels very busy and the children are not fully engaged. The manager is enthusiastic in her role and shares her vision for the setting with the staff. The staff have worked hard to meet the recommendations set at the last inspection. Thus benefiting all the children in the setting. The manager and the staff have completed a self evaluation that accurately reflects the setting's strengths and areas for improvement. Regular staff meetings and appraisals support staff in their role. For example they attend relevant training courses in order to enhance their skills, and to ensure they remain motivated and inspired.

Children make good progress in their learning and development as staff have a clear understanding of the Early Years Foundation Stage requirements. The staff record individual progress records and learning journeys for each child, detailing observations and photographs of their achievements. The information gathered is used consistently to track children's progress in all areas of learning. Low level and open shelving allows children the opportunity to self-select resources in this stimulating, exciting environment where they learn and develop.

Partnership with parents is a strength in the setting. Parents are unanimous in their praise of the setting in particular the approachability of the staff. There are clear channels for communication both verbal and written, regular newsletters keep parents informed of staff changes and events in the setting. Further more parents are invited into the setting to watch their children perform in dance and drama shows. The setting works closely with other professionals to support to benefit all the children.

Overall children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staff's planning for the individual child helps to narrow the achievement gap and support all children's progress. There is a range of toys and resources which help to promote children's understanding of diversity within our society. Furthermore, diversity is valued through recognising special events and festivals such as Chinese New Year and Christmas. Children have a wonderful time at their summer bar-be-que, the staff cook sausages and pre-prepare vegetables as they

share in this happy event.

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

Children are happy and settled in this environment and many demonstrate a sense of belonging. Their emotional well-being is nurtured. The key worker system works effectively and children happily separate from their parents and settle quickly at their chosen activity. Furthermore, they are beginning to form positive relationships with the staff and their peers and so feel safe and secure. The children are well behaved and know what is expected of them because boundaries are consistently and kindly applied by staff.

Children make good progress in their learning and development as staff plan activities that challenge and excite them. Children have a wonderful time as they play musical instruments, sing songs that are familiar to them and learn new ones. Children have good opportunity to share language as they interact with staff and their peers as they play. Staff use skilful questioning techniques that encourage children to think for themselves. For example they ask children if they can remember the golden rules and what they mean. Children enjoy story time and are particular pleased when a parent reads a story to them.

Children are beginning to recognise letters and numbers some are starting to write their own names on creative work. Posters and effective labelling around the room enhance children's opportunity to see letters and numbers all around them. High quality low level furniture enable children to self select resources for play. Children make informed choices about creative materials and enjoy drawing pictures of animals using models to develop their drawing skills.

Mathematical concepts are discussed as children decided which is the big book and which is the small, they carefully build towers to see how high they can go.

Children have good opportunity and access to computers where they learn skills such as mouse control to draw pictures.

Children are learning how to keep themselves safe and behave in ways that are safe for themselves and others. They understand they are expected to sit at a designated table to eat their snack. Staff discuss a range of safety aspects, such as walking to the door as they go into the garden.

Children are developing an understanding of healthy lifestyles. For example, they are beginning to understand when it is important to wash their hands. They enjoy healthy snacks of fruit with milk and water to drink. Children are able to help themselves to water throughout the session meaning they remain hydrated. Children have daily opportunities for fresh air and exercise. They have great fun in the well resourced garden where they can climb, run and explore. They are delighted when staff join in with their game of rolling a tyre. Their skills of imagination as extended as they play in material tents, they dress up and go shopping, chatting to each other as they do.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|--|---|
| 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

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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