

Davidson Pre-School

Inspection report for early years provision

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Inspector

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*****ABOVE ADDRESS NOT POSTAL ADDRESS*****

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

Davidson Pre-school has been registered since 1993. They operate from a converted school building which is part of an Educational Professional Centre. They are located on a residential road near Woodside, close to bus links. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school is registered for a maximum of 23 children aged two to five years . There are currently 25 children on roll. This includes children who receive nursery education funding. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school is open from 09.00am until 12.00 midday during term-time only.

There are a total of seven staff who work with the children. All staff except one have, or are working towards, early years qualifications. The manager is completing a degree in childhood and the family. They have support from the Pre-school Learning Alliance and the local authority for training advice.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The experienced and ambitious leadership has a very clear vision for the pre-school and has successfully created a welcoming, friendly and inclusive environment. Assessment through high quality observation is rigorous and used well to guide planning which is tailored to each child's needs through effective partnership with parents and other professionals. The pre-school has effective self-evaluation and their capacity to make continuous improvements has led to a very high standard, ensuring that all aspects of children's welfare and learning are very successfully promoted.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the garden area to it's full potential, for example by including more sensorial experiences.

The effectiveness of leadership and management of the early years provision

The pre-school gives high priority to safeguarding children. Comprehensive policies and procedures are implemented consistently and robustly to ensure children are well protected. The pre-school was closed for one session to enable all the staff to complete safeguarding training, and as a result they clearly understand the procedures to follow if they were to become concerned about a child's welfare. The environments both indoors, outside and including outings are subject to thorough risk assessments that ensure risks to children are minimised. All the required records are well maintained and the pre-school is very well organised with effectively deployed staff and excellent play resources. The manager is passionate about providing a relevant and quality service to the local community and this is reflected in her commitment to continuous training and staff development. The manager is developing her own knowledge by completing a relevant degree which has had a positive impact by facilitating the development of best practice to improve the lives of young children and their families. Effective self-evaluation systems which are informed by parents and support agencies give the pre-school clear priorities for improvement. This ensures the service provided remains relevant to its users. For example, the kitchen has been refurbished and a reception area constructed to make the pre-school more welcoming to parents and planning records were changed after consultation with parents to make them more 'parent friendly'. Presently the outdoor area is being developed because, although it provides excellent opportunities for physical and imaginative play it has not yet been exploited to its full potential.

The pre-school actively promotes equality of opportunity and works exceptionally well with parents and other agencies to support and meet children's individual needs. Positive images, words in different home languages and photographs of the children displayed around the pre-school give children and their families, a sense of belonging and of being valued. Staff routinely use Makaton sign language and the children learn how to communicate through signing, for example, they sign when they say please and thank you. Staff provide many opportunities for children to appreciate diversity in positive ways such as when a blind lady visited with her 'seeing' dog and introduced the children to Braille. Parents receive comprehensive information about all aspects of the setting through newsletters, a prospectus, parents meetings and daily contact with the informative notice board along with daily discussion with staff. The pre-school have made a concerted effort to strengthen partnerships with the parents and have implemented a number of strategies. They invite parents into the pre-school to talk to the children about their cultural festivals, particular interests and job roles. Parents are encouraged to be involved in their child's learning and children's interests from home that have been extended at pre-school are documented in photographs and captions and displayed on the wall. This instills a sense of pride in the children. Staff visit some children in their homes as part of the settling in process to gain a better understanding of the children's individual needs and are now extending the option of home visits to all the children. Parents are happy with the service offered and find the staff approachable, caring and friendly. They comment that the staff are really helpful and take their suggestions seriously by acting on them. They report

they can see their child progressing very well and appreciate the sharing of information to ensure consistency of care.

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

The high quality adult interaction which is warm and supportive helps children to behave well. Staff have a good insight into children's individual needs; this along with caring relationships and consistent routines help children to feel safe and secure. Children are provided with effective activities to help them understand safety issues and learn how they can keep themselves safe. For example, the pre-school have endeavoured to build very good relationships with the community support officers who come into the pre-school to play with the children to build trusting relationships and talk to them about their own safety. A fire officer visited the pre-school to perform a puppet show to explain the dangers of fire. Effective policies and procedures ensure children's health is well protected. Children adopt healthy hygiene habits such as washing their hands appropriately and are encouraged to eat healthily when engaged in healthy eating projects and activities such as making their own vegetable pizza. They access drinking water independently from the water dispenser. Fresh air and exercise is an important part of the pre-school routine which is supported by the children having free access to the outdoor area for most of the session. Children have access to an exercise bike reinforcing the importance of being active

Excellent assessment and planning systems support the pre-school staff to provide a relevant learning environment which is tailored to children's individual needs. They use their observations of the children to plan for future learning linking these to the Early Years Foundation Stage. Excellent partnership with the parents ensures they understand the children's current interests which they use to inform the planning. When planning an activity the staff take into account the needs and ability of all the children and adapts them accordingly. There is a good variety of resources to encourage sorting, counting and matching and to make and recognise shapes and patterns. Children take great pleasure in looking at books and listening to stories and they participate with enthusiasm. They enjoy participating in a group session where they all wear headphones and listen to the story and practice phonics by participating in a game. They have excellent opportunities to use technology, they skilfully complete programmes on the computer, negotiate the remote control when manoeuvring the 'beetle' and use the digital camera.

Children are very imaginative and work extremely well independently making choices in their play, using the stimulating range of play props. They show excellent negotiation skills and cooperate harmoniously with their peers. They engage in activities whole heartily and enjoy being up to their elbows in earth, busily covering the rock while using mathematical language such as bigger and smaller. They experiment with different textures when playing in the sand, with dough or with corn flour. They confidently access materials to make three dimensional objects and create collages skilfully using glue sticks. Children take pride in their creations, enthusiastically showing their friends and staff who duly

praise their efforts. The children show high levels of independence, curiosity, imagination and concentration. They are relaxed and motivated interacting confidently with their peers and staff while busily engaged in stimulating activities.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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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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