

Hanwell Bunnies Pre-School Playgroup

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

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Description of the setting

Hanwell Bunnies Pre-school Playgroup is a registered charity managed by a board of trustees who are also the voluntary management committee, made up of parents of children at the pre-school. It opened in 2002 and operates from two rooms within a Methodist Church hall, in Hanwell in the London borough of Ealing. The pre-school is open each weekday from 9.20am to 11.45am term time only. All children share access to a secure enclosed outdoor play area.

A maximum of 34 children may attend the pre-school at any one time. There are currently 59 children aged from two to under five years on roll. Of these, 19 children receive funding for nursery education. The pre-school is registered on the Early Years Register.

The pre-school employs eight staff. Of these, seven hold appropriate early years qualifications, including the manager, one staff member is working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority. The pre-school currently supports a number of children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in a friendly and inclusive environment. The staff team have an understanding of the Early years Foundation Stage and provide suitable activities, which support children in their learning and development. The process for observing and recording children's progress is developing, although not yet fully effective in showing a clear picture in each child's learning. The environment is generally well organised. The setting has systems in place to help evaluate and reflect on their practice, although the staff team are not being fully engaged in the process to drive further improvements. Some improvements have been made since the last inspection, demonstrating the setting has the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- reconsider the layout of the main playroom to provide more opportunities for children to select resources and to rest and relax
- lead and encourage a culture of reflective practice, involving staff in self evaluation to identify the setting's strengths and priorities for future development

- ensure the observations made on children are being consistently used to inform planning and show a clear picture of each child's next steps in their individual learning journey
- make sure children consistently have opportunities to develop their independence

The effectiveness of leadership and management of the early years provision

Children are being safeguarded in the setting. A suitable policy is in place and shared with staff, enabling them to understand their role and responsibilities regarding recording and reporting any concerns. There is a designated person in place for any child protection issues. Written risk assessments are being completed and daily checks are carried out on all areas used by children. This helps to identify and reduce potential hazards. A suitable range of policies and procedures are in place and shared with parents.

The setting has started to use self evaluation to focus on their key strengths and areas for development. Although, this is generally led by the management team; staff are not being fully involved in this process. The team does take account of any advice they receive from the Early Years co-ordinator and the Pre-School Learning Alliance to strengthen the service they provide. Improvements have been made since the last inspection, improving outcomes for children. However; although systems for observing and recording children's progress are developing, they are still not yet fully effective in showing a clear picture of the progress each child makes.

The setting is generally well organised. The children are supervised well as staff are deployed effectively. The outdoor area provides for all areas of learning and for children to move around freely. However, one of the inside rooms does not currently provide much in the way of cosy areas for relaxation. The rooms are set out with lots of activities, although there is less opportunity for children to be able to go and select resources, which at times restrict children in making their own choices, or to rest and relax. Children are treated with respect and behave well, understanding boundaries and routines. There is a range of suitable toys and resources available, many of these positively reflect diversity within the community.

The staff share positive relationships with parents. Feedback from parents indicates they are happy with the service their children receive. An informative notice board displays relevant information, including details about staff working in the setting. Daily verbal communication helps ensure children's needs are being met. Parents have the opportunity to attend yearly progress meetings, where they can discuss children's progress with their key person. The setting values parent's views and periodically carries out questionnaires to seek their views. The parents are actively involved in the setting and are positively encouraged to be part of the committee. The setting has formed close links with local schools to help ensure children have a smooth transition when they move on to school.

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

Children are happy in the setting as staff are friendly and warm in their approach. Staffs have an understanding of the Early Years Foundation Stage and are able to provide suitable activities to support children in all areas of their learning and development. Information is gathered from parents regarding children's interests and starting points. Sensitive observations are carried out on children during the sessions. These are linked to the different areas of learning. There are plans of activities in place; staff are starting to use the information from observations to inform the plans for each child. The team have made progress in this area since the last inspection, although, the systems are not quite fully established yet. Children spend their time busily engaging in play. They enjoy being creative, using collage, paint, glue and scissors to make their pictures. Children have opportunities to develop some skills for the future and find out how things work. For example, they use the computer and play with phones in the home corner area.

Children benefit from fresh air and exercise as they enjoy playing with wheeled toys and balls in the outside area. They understand what foods are good for them as they look at pictures of healthy food and enjoy their fruit at snack time. They participate in action songs and chat happily with each other and adults. This helps their language development. They are able to make their mark as they use chalks on the large blackboards outside. Children play imaginatively with dolls, giving them a bath and wrapping them up warmly. They are able to problem solve as they work out how to fit the pieces of railway track together and have fun pushing trains around. Children have some opportunities to able to develop their independence during toilet routines. For example, they use small steps to reach the sinks where they wash their hands. However, staff are sometimes doing things for the children, rather than encouraging them to try first themselves, such as, putting on their coats. Children are able to feel safe as they receive reassurance from staff when they are upset. They participate in fire drills and understand how to play safely around each other.

Children are treated with equal concern and all treated respectfully by staff. They have opportunities to learn about the lives of others as they participate in activities to recognise different festivals and beliefs. Children with English as an additional language are supported well as staff learn key words to ensure children are understood.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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