

Essex Park Community Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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 Park Community Pre-School is situated in Finchley in the London Borough of Barnet. It was originally privately owned and re-registered in 2010 and is now part of the children's centre at Coppetts Wood school, which is committee managed. It operates from a community hall in a residential area and opens five days a week, 38 weeks a year. Opening hours are from 9am to 12.30pm and there is a breakfast club from 8.30am.

The pre-school is registered to care for a maximum of 38 children in the early years age group. A total of six staff work with the children on a full and part-time basis. Currently there are 21 children on roll in the early years age range. All staff hold a relevant childcare qualification and some are currently working towards a further qualification.

The pre-school receives support from the local authority and is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership and management are committed to ensuring that all children enjoy their activities in a very safe and inclusive environment, in which parents have great confidence. Children's individual needs are valued and met through observation, assessment and planning. However, their next steps are not always consistently completed. The needs of Early Years Foundation Stage children are understood and all children are able to make good progress in their learning and development. This is well supported by the strong partnerships with parents, school and the local authority. The nursery has a good capacity to maintain continuous improvement as the staff team work together to create an effective self-evaluation, highlighting areas they wish to make improvements.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure next steps are consistently completed for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. The nursery is well led and managed. Children are safeguarded because staff are up to date with current legislation in

relation to child protection. They know the correct procedures to follow and what is expected of them should they have concerns. Robust procedures are in place for the recruitment of staff, which includes Criminal Records Bureau checks. There has been a new manager appointed and thorough internal checks have been carried out by the registered person. Although the recruitment processes for the setting are effective, Ofsted have not yet received information concerning the change in management. The nursery has committed an offence by failing to notify Ofsted of a change to the person who is managing the early years provision. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. The play and learning environment is safe and secure at all times, full and thorough written risk assessments are carried out and reviewed regularly to ensure the safety of the children. Staff deployment is good, ensuring all children are fully supervised and receive support and encouragement throughout the day.

Children have access to a vast range of resources and materials that are suitable for their age and stage of development. The equipment is stored at the children's level to ensure those of all ages can access the resources independently, promoting their freedom of choice and decision making skills effectively. Diversity is promoted extremely well within the setting. They use a range of resources to learn about other cultures and the wider world as well as taking part in interesting celebrations, such as Chinese New Year, Diwali and the Royal wedding. Staff engage children's creative skills as they draw pictures of the Royal wedding, and talk about individual visits to the Abbey and Buckingham Palace that the children have made.

The management has a positive attitude and clear vision for the nursery. Self-evaluation involves the staff team as they work together to build on good practice and make plans for future improvements.

Children benefit from the good relationship between the nursery staff and their parents. Information is shared openly and parents have spoken positively of the setting, commenting on the high levels of feedback they receive about their child's care and education. Regular consultation meetings with parents provide opportunities for a full overview of their child's development. Parents' questionnaires are used to seek the views of parents and a new committee is being set up consisting of parent volunteers. Inclusion is a very important part of the setting and staff skilfully weave diversity into daily routines. Children are really valued and individual needs are planned for. The setting have procedures in place to share information with outside agencies when dealing with children with various learning or behavioural needs.

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

Staff have a good understanding of the Early Years Foundation Stage and are all very skilled in how they plan for individual children's development. Children progress very well as written plans are clearly linked to the six areas of learning,

and learning intentions are identified for every child. In addition, staff observe the children and use this information to identify their individual next learning steps. However, next steps are not always consistently completed for every child. The next steps are then used to assess and track their progress alongside the development matters documentation and activities are planned accordingly.

The setting is very well organised and the environment is prepared with good quality resources that are designed for children's self-directed learning. They confidently choose activities they wish to explore from the wide range of resources available. Staff get to know the children well and they are aware of their individual needs. As a result, interaction and conversation is purposeful, supporting the children, extending and challenging them as necessary to ensure they continue to make progress. Staff facilitate children's learning well as they introduce complex learning opportunities according to children's interests. For example, when discussing about the Royal wedding, the staff talk about Buckingham Palace and the church and Abbey that the children have recently visited. Children skilfully draw very detailed pictures, which include windows, flags and steeples and are happy to share with one another and staff what they are drawing. These activities give children a greater understanding into learning concepts. Children use their imaginative skills as they get involved by dressing up in different costumes and engage in role play. Children have access to a variety of reference and fictional books and know how to handle them correctly, they enjoy sitting in the cosy book corner and relax as they read their chosen book. There are many activities to support children's problem solving and reasoning skills as they sort objects, complete complex floor puzzles and use blocks to build complex structures. Children show particular interest in the computer games, where they sit and concentrate for lengthy periods of time, skilfully manipulating the mouse as they use a very popular game that encourages all abilities to paint and recognise colour. There are so many opportunities for physical play, as children run, jump, balance and negotiate space as they ride bikes and trikes. The outside area incorporates all areas of learning, for example, children have access to role play, mark making and minibeast areas, where they can investigate using a variety of good resources and planting seeds. This high importance placed on learning outside gives children wonderful wider learning experiences.

Children begin to learn the importance of keeping themselves safe through discussion and routines. For example, children tidy up after play and some older children push their chairs in after they have got up from the tables to avoid any trips. They also engage in road safety activities outdoor, where children are encouraged to wear a selection of helmets as they ride their wheeled toys around. Furthermore, children and staff practise regular fire drills to ensure they all know how to evacuate the building quickly and safely in the event of an emergency.

Children's behaviour is managed well, staff are clear and calm when speaking to the children, explaining the outcome of their behaviour and asking them to think about their actions. Children respond extremely well as they quickly apologise and offer a cuddle. They are polite and are often heard saying please and thank you, praised by staff. Children are making friendships as they engage in conversations as they play, telling one another stories from home. Children are given areas to sit quietly and relax, soft cushions and blankets allow children to nap if they wish, and

there is an equally welcoming area outdoors, which is prepared to ensure children are comfortable and their individual needs met throughout the setting. Children's independence and self-help skills are highly supported. Children learn about and are encouraged to adopt extremely healthy habits, they are reminded to use tissues and use their independence throughout the day, washing their hands, pouring their own drinks, cutting up their own fruit and selecting their chosen activities. Outings are planned to encourage children to adopt healthy lifestyles. For example, the setting recently went to the local park where they had a sing-along which involved a lot of actions songs. These opportunities greatly help develop children's skills for the future.

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	1
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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