

Montrose Pre-School

Inspection report for early years provision

Unique reference number 509061
Inspection date 10/05/2011
Inspector Caren Carpenter

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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*.

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

Montrose Pre-School was registered in 1992 and operates from a Methodist Church within the London borough of Harrow. Children have access to four rooms in the church building. There is a fully enclosed outdoor area.

The group is registered for a maximum of 18 children in the early years age group. There are currently 20 children in the early years age group on roll.

The group is open each week day from 9.30am to 12.30pm. Children can attend on a part-time or full-time basis. The pre-school is open during term time only. The group is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The group supports children with special educational needs and /or disabilities and children with English as an additional language. The group employs six staff including the manager. All staff hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are interested and well motivated because they are treated with warmth and respect in a very inclusive environment. Each child is valued, their interests and enthusiasm is sought out and nurtured. High regard is given to the partnerships with parents who are fully involved in their children's learning. However, they do not yet contribute in planning the next step in their children's learning. The manager has a clear vision for the continuous development of the centre and is working effectively with staff and parents to improve standards for children.

What steps need to be taken to improve provision further?

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

- develop ways in which parents are supported and encouraged to share, contribute and update information, to become fully involved in their child's continuous learning and assessment records
- analyse further observations to clearly identify children's next steps in learning and highlight their achievements towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Staff demonstrates a good understanding of procedures to protect children in their care. They are aware of the signs and symptoms of abuse and who to contact should they have any concerns. Recruitment and vetting procedures are sound, in order to ensure that staff are suitable to work with children, therefore ensuring children's safety. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the pre-school.

The experienced manager has a clear vision of the pre-school and effectively shares her ambition for the pre-school and is beginning to implement improvements to provide good quality care and education. These arise through continuous evaluation that includes the views of parents. This approach ensures children are happy and thrive in a stimulating planned environment. Good improvements have been made since the last inspection. For example, a first aid box with appropriate contents to meet the needs of the children is available and snack time arrangements have been reorganised effectively to support and promote children's independence skills.

Staffing arrangements ensure children have continuity with a key person monitoring their progress as well as benefiting from a high ratio of staff to children. This allows children to move safely around the setting and to play in areas of their choice. Quality play resources are freely accessible, helping children to make independent choices. Comprehensive policies and procedures and all records required for the safe and efficient management to meet all children's needs are well maintained and reflect current legislation.

The pre-school practice is fully inclusive where all children are valued and treated with equal concern. For example, staff work successfully with a range of professional agencies, such as speech and language therapists and the Area Special Educational Needs team to ensure that children with special educational needs and/or disabilities benefit from a very positive and rewarding experience. Staff promote their understanding of similarities and differences through a range of activities, such as festival celebrations. In addition, children have access to a selection of play resources that reflects positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

Partnerships with parents and carers are good. Parents complete an 'All about Me' booklet when children start the pre-school, which provides relevant information about children's routine at home, what they enjoy doing and if they need any additional support. This enables staff to provide suitable play opportunities that children enjoy to help them settle when they start at the pre-school. Parents are represented on the pre-school management committee board and contribute to fundraising events and organising coffee mornings. Parents are encouraged to spend time within the pre-school to participate in a variety of activities such as reading stories in their home languages. Staff engage warmly with parents and keep them well informed of their children's achievements and well-being. However,

parents are not yet provided with opportunities to meet with staff to discuss their children's achievements and to contribute in planning the next step in their children's learning. Parents are supportive and many commented on how much their children enjoy coming to the pre-school and on the welcoming, caring and supportive attitudes of all the staff. This is evident in the enthusiasm and fun seen in the pre-school. The manager acknowledges the importance of developing and establishing links with the local schools to provide continuity of care and learning for all children.

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

The pre-school provides a good start to children's learning and play experiences. The high priority placed on children's welfare and personal development means that they soon feel secure and settle in quickly and as a result children make good progress towards the early learning goals and clearly enjoy their time in the pre-school.

The planning is flexible, responding to children's individual interests, their starting point and their capabilities. Staff effectively plan for individual children with the use of observations and assessments. Each child has a learning journey folder that is always accessible to their parents, which is sensitively written in a way which gives complete ownership to the child. Although observations identify the children's next steps in learning, they do not sufficiently highlight their achievements towards the early learning goals.

Children have free access to the outdoor area throughout the day so they can choose whether to play indoors or outside. They feel an important part of the pre-school and enjoy their learning. This is effectively promoted by the staff's warm and purposeful interactions and by the way they encourage children to make choices and decisions.

Children are making good progress in their communication, language and literacy development. Staff are skilled at supporting children's communication skills and use small story group sessions on a daily basis to encourage and further promote children's language skills. Children are developing their early writing skills, they have good opportunities to write for different purposes and have access to a range of writing resources which they select independently. For example, children eagerly make their marks on the large fixed writing board in the garden. In addition, children take pleasure in looking at books and enjoy listening and participating in small group story sessions in the cosy book area.

Children have good access to use information and communication technology to support their learning. In addition, children enjoy using an exciting range of new technology equipment to record and listen back to their voices, as they investigate and explore why things happen and how things work. This contributes effectively in helping children develop skills in listening and communicating as well as developing skills that contribute to their future economic well-being. Children have

good opportunities to learn about how plants grow and take great pleasure in planting and watering their beans and sunflower plants with rain water collected in the garden. As a result, children are developing a good understanding of the importance of taking care of their environment as they learn about the value and the significance of using rain water.

Children's creative development is given good attention as they express their own ideas, use a variety of art equipment and take part in role-play which is imaginative and rich in learning opportunities. For example, children enjoy constructing and designing their ideas using sticks, boxes and straws to make their houses.

Children develop a good understanding of healthy lifestyles. Staff encourages parents to provide children with healthy and nutritious snacks. They consult closely with parents about any dietary needs their children may have and relevant information is recorded.

Children have good access to fresh drinking water which they can help themselves to when they are thirsty. Children benefit from regular fresh air and exercise and are developing their physical skills during outdoor play. For example, they confidently use a range of outdoor equipment to jump, climb, slide and balance, developing their large muscles and coordination skills. Children are developing understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet.

Children are encouraged to learn about safety issues and how to keep themselves safe. For example, children develop an awareness of road safety during their regular trips to the local shops. In addition, they are encouraged to take safe risks with close supervision of staff and are learning how to use equipment and resources safely during indoor and outdoor play.

Children's emotional well-being is exceptionally well nurtured. Staff have a loving and caring relationship with children, who form strong attachments to adults and other children within the pre-school. All staff clearly apply consistent boundaries so that children develop excellent knowledge of what is expected and display positive behaviour. Children are remarkably well behaved as they take turns and contribute to the welfare of others as they help to tidy away at the end of an activity. Staff know individual children extremely well and provide them with an excellent level of sensitive and appropriate support.

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

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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	1
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