

Little Jewels Pre-School

Inspection report for early years provision

Unique reference number	140434
Inspection date	18/05/2011
Inspector	Gulnaz Hassan

Setting address	St. Paul's Church Centre, Cavendish Road, London, N4 1RW
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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

Little Jewels Pre-School was registered in 1996. It is a privately owned establishment and operates from St Paul's Church hall in the London Borough of Haringey. The pre-school consists of a large open plan hall, kitchen, toilets and office. All children share access to a secure enclosed outdoor play area. The pre-school is open each weekday from 8.00am to 6.00pm for 50 weeks of the year.

The pre-school is registered by Ofsted on the Early Years Register to care for 26 children from one year to under five years. There are currently 21 children on roll, 14 of whom were present on the day of the inspection. The setting supports a number of children who speak English as an additional language.

The pre-school employs nine staff. Of these seven including the manager hold appropriate early years qualifications and one is working towards a qualification. The group receive support from the Early Years Development Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage are making mostly sound progress in their learning and development. Although most systems in place help to safeguard children there are some gaps in knowledge and in procedures which can have an impact on safeguarding. This is a breach of requirement. The promotion of inclusion and diversity is generally satisfactory; although not prominent in feature at the setting. The setting's capacity to maintain continuous improvement is satisfactory. A number of previously set recommendations have been met reasonably well.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- implement an effective safeguarding policy and procedure and demonstrate how the appropriate skills and knowledge will be gained (this refers to knowledge and understanding of allegations) (Safeguarding and promoting children's welfare) 24/06/2011

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

- increase knowledge and understanding of the Early Years Foundation Stage

framework so that observations and assessments of children are used effectively to identify learning priorities and interests and use these to plan relevant and motivating learning experiences for each child

- develop the curriculum planning by considering effective learning and teaching intentions to support children in all areas of their learning
- engage parents and carers in their children's learning and in the assessment arrangements so that parents can contribute and be involved
- promote children's understanding of diversity by planning activities and experiences that encourage children to talk about, value and develop an understanding of their own and others cultures, religions, languages and backgrounds

The effectiveness of leadership and management of the early years provision

The setting demonstrates a mostly sound knowledge and understanding of child protection issues and procedures. However at times this is not consistent, particularly in respect of the procedures to be followed in the event of an allegation against staff. The risk assessments in place for the premises and the outdoor play area help to promote children's safety. Effective recruitment and vetting procedures ensure that children are cared for by suitable and qualified staff.

The systems in place to evaluate and monitor the provision are mostly effective however these do not clearly identify the key areas that require improvement. Following recent evaluations carried out by other authorities the setting has not reconsidered or reviewed their own evaluations of the setting for instance in relation to quality. However the setting is working with the local authority and recommendations set at the last inspection have been met at a reasonable standard. Occasionally information in policies and procedures, such as contact details for the regulator, are not up to date.

The environment is organised so that children can access the activities and play materials easily. However the generally limited range and at times poor quality of resources for children has an impact on their learning and development so that they cannot fully extend or vary their play fully and creatively. Although children's backgrounds are not always fully promoted within the setting, staff ensure that all children are well settled and integrated into the setting with attention given to children's language needs during the settling in period. There are suitable systems in place to help identify children with special educational needs.

The setting has satisfactory partnerships with parents. Information about children's activities and welfare is discussed with parents on a regular basis. However, parental access to children's learning records is less frequent. For instance, information about children's progress and learning is shared with most parents every three to six months. This means that parents and carers are not fully engaged and cannot contribute effectively to their children's learning. Information from parents and carers about their children's interests and learning at home is not consistently obtained in order to inform planning. Parents receive additional suitable information about the setting in the form of newsletters. There are sound systems in place to support children's transitions to other settings.

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

Children are making satisfactory progress towards the early learning goals and they show positive attitudes to learning. The planning for learning and development generally identifies a range of activities and play materials which are linked to areas of learning; these are not always sufficiently challenging and do not always take into consideration the needs of older and more able children.

Information is not sufficiently detailed in the planning. As a result, whilst staff support children soundly during activities, teaching and learning is not always consistently effective. However, the setting is fully aware of these identified weaknesses and they are presently taking advice from the local authority early years worker to improve their practice. Children are suitably supported by the satisfactory range of easily accessible play materials and resources available. Staff are skilled in engaging children with stories helping to promote their language and vocabulary skills whilst promoting children's enjoyment of books. There are developing systems in place to observe and document children's progress and capabilities; as yet these do not consistently and effectively evaluate or plan challenging next steps in children's progress. Children have suitable access to resources that support their future skills, these include mini laptops, metal detectors and other mechanically operated play materials.

The systems in place to promote understanding of diversity and the wider community are promoted largely through parental input. The environment does not fully reflect aspects of diversity, different cultures and disability. For instance children's own cultures and backgrounds are not effectively reflected in the resources and materials available. Otherwise, children have good relationships with staff; as a result children demonstrate suitable levels of confidence and security. The setting demonstrates good levels of commitment to promoting children's understanding of health. Children enjoy a range of healthy snacks and meals and during lunch time children serve themselves; learning independence and self help skills whilst enjoying the social aspect of these times with the staff and their peers. Standards of hygiene and cleanliness at the setting are good and children understand about the need to practise good hand washing skills. The systems in place to promote children's good health and well-being are rigorous. The record keeping and documentation to support aspects of children's welfare, for instance in relation to special dietary needs are fully completed and available. Risks and hazards are sensitively discussed with children so that their sense of safety and responsibility is developing generally well. Children enjoy physical exercise and outdoor play; they play in the outdoor area and occasionally enjoy walks to the library. Most children behave well although there are several incidents of snatching and not sharing between some children who demonstrate some frustration and boredom due to the lack of challenge promoted in the available resources and planned 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?	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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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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