

Addison Pre-School

Inspection report for early years provision

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Inspector	Martha Darkwah

Setting address	Addison Pre-School, The Broadway Children's Centre 49 Brook Green, Hammersmith, W6 7BJ
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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

Addison pre-school opened in 2006. It is run by a parent committee. The pre-school is in the Brook Green area of the London borough of Hammersmith and Fulham. Children have access to the two playrooms and children's toilets. All children share access to a secured enclosed outdoor play area.

The pre-school is registered for a maximum of 20 children from two to five years. There are currently 20 on roll. The setting is in receipt of funding for children who are three or four years old. Children attend for a variety of sessions. The setting currently supports a small number of children who speak English but hear other languages spoken at home. The setting welcomes children with special educational needs and/or disabilities.

The setting is open Monday to Friday from 8:30am to 3.30pm during term time only. Additionally, extended day provision is available for children aged three and above from 3:30pm to 6:00pm.

There are six members of full and part-time staff working directly with the children throughout the day including the manager. All staff have early years qualifications, the manager has level four qualifications.

The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedicated staff team makes good use of their knowledge of the Early Years Foundation Stage to support children's needs in a safe and secure child-centred environment. Children are making good progress in their learning given their age and individual starting points. The deployment of resources indoors and outdoors and inclusive practice is a particular strength of this pre-school. Partnerships with both parents and outside agencies positively contribute towards children receiving continuity of care. There is a good capacity for improvement and the management team and staff have a positive vision to ongoing development of the pre-school. However, the tracking systems on identified next steps are not fully secure to be highly effective.

What steps need to be taken to improve provision further?

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

- review the tracking systems of learning plans to show clearer links to the

information gained from observing the children and how the next steps is used to support the planning future activities

- improve children's access to battery operated and programmable toys
- improve the process for ongoing self-evaluation ensuring it that it is reflective and covers all aspects of the childcare in order to identify the strengths and set priorities for developments that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The staff team has secure knowledge and experience of working with child protection procedures; and takes their responsibility for safeguarding seriously by attending child protection training at regular intervals to update their understanding. Children's safety is given full priority as robust risk assessments are completed to ensure that the environment is safe and secure for them. The devised fire evacuations are conducted frequently to ensure children's safety. Risk assessments are in place for all the outings that children enjoy while attending the provision.

The management team and staff are committed and enthusiastic about driving improvement to continually develop the quality of the provision. They draw on a range of sources to help evaluate the provision, such as feedback from parents and the children themselves. Thereby recording accurately the provision's strengths and identifying areas for further development. However, the self-evaluation system is not sufficiently reflective on practice to set clear targets to work towards future improvements. The staff team deploys excellent use of resources, both indoors and outdoors to provide a stimulating range of experiences to support children's independent learning.

There is a strong commitment to equality and diversity, actively promoting the differing backgrounds of children in the setting, so no one is disadvantaged or excluded. Children are effectively supported to be included within all aspects of the provision. Their individual home backgrounds, languages and cultures are highly valued by the staff and use resources and activities help to promote a positive approach towards diversity and inclusion. They engage very well with parents and carers to find out about languages spoken at home, cultural matters and each child's particular needs and achievements. Staff plan and provide a range of multi-cultural activities which are carefully chosen to reflect the background of the children they care for and some which link to celebrations enjoyed in the wider community. The promotion of inclusive practice is highly effective.

Good partnerships with parents are established as they are fully informed about all aspects of their children's care and progress. Effective systems to gather information from parents about their children's starting points, prior to them joining the provision supports the planning used for their individual learning. This practice supports children in making good progress in their learning and development. Parents say that they are delighted with the progress their children are making in the pre-school. Parents also say that the staff members are always

ready to talk to them each day giving them sufficient information about their child's day and what they are learning. This helps parents to be actively involved in supporting their children's learning at home.

Partnerships with others are good. The pre-school has established close links with the local authority which ensures that expert guidance and support can be accessed rapidly if any children have need of it. Observations and individual education plans are shared with parents and they decide together the targets to focus on to help children make the best progress and review this regularly. The staff team follow advice from therapists dutifully so that children benefit from continuity of care and consistency.

A comprehensive set of policies and procedures are reviewed regularly and meet requirements to promote the children's welfare.

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

Staff members have a good knowledge and understanding of the early learning goals. As a result, they plan and deliver interesting activities based on the six areas of learning to meet the varying needs of individual children. Staff members clearly enjoy their work with children. These are evident in their positive interactions with children, extending their knowledge around the activities they choose.

Observation and assessment systems help staff to plot individual children's development, through the early learning goals and is an ongoing process. Information gathered is kept in learning journals for children with photographs of aspects of their experiences and development. However, the tracking systems on identified next steps are not fully secure to be highly effective in their use in the planning of children's future learning. Planning provides good opportunities for children to experiment with a wide range of activities such as counting concepts and identifying different shapes. Some of the older children show an enthusiastic interest in numbers up to 20.

Effective use is made of sign language, flash cards and community languages to support all children. Staff members ask open ended questions to encourage the children to think beyond the obvious and they nurture language development by modelling clear speech and by introducing and explaining new words. Staff attend courses such as 'Every Child a Talker' and the principles are successfully incorporated into their work with children. Children express their feelings competently in role play, one child declaring confidently 'I did it' after successfully dragging rope-linked bowls up hill in the landscaped garden.

Children can access paper and writing materials and they enjoy making marks. Some of the older children make reasonable attempts at labelling their own paintings and creative work. Children enjoy turning pages in their chosen story books in a secure rope tent in garden. They listen to stories read animatedly by staff that makes effective use of props and pictures to sustain children's interest,

encourage counting concepts, using descriptive language and singing related songs intermittently to further children's interests. They can observe numbers in their environment and develop concepts of numbers when they explore counting in their play and through songs and storytelling.

There is a modern computer used by children daily. However, children have limited access to enjoy the sounds and challenges of the battery operated and programmable toys. Taken overall, all children are developing good skills for future learning and activities contribute effectively to children's future economic wellbeing.

The staff team manage children's behaviour well. The staff adopts a very positive stance and they help children to be considerate and to see things from different points of view. Their calmness and nice ways of talking have a positive impact on the children. Children emulate the staff and they speak nicely to other children and to visitors.

Children have free flow and take part in energetic games while using the climbing and balancing apparatus in the delightful adventure play space, garden and outdoor play area. For example, children initiate 'ticket barriers' in role play using realistic props and resources for those using wheeled toys in the garden following the roadway tracks, using 'traffic lights' effectively to 'control traffic flow'.

Parents provide a packed lunch for children staying for the extended day provision. The staff promote children's independence skills as they encourage them to help set the lunch table and feed themselves. They learn a great deal about healthy living, benefiting from plenty of daily fresh air and exercise, either in the garden, local play park or on special visits, such as to the National History Museum.

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	1
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

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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	2
The extent to which children develop skills for the future	2

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