

Ravenscourt Park Pre School

Inspection report for early years provision

Unique reference number 143794
Inspection date 23/06/2011
Inspector Carolyn Hasler

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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

Ravenscourt Park Playgroup is run by the Pre-School Learning Alliance. It opened in 1985 and operates from a purpose built, single story building, adjacent to Ravenscourt Park, in the London Borough of Hammersmith and Fulham. Children have access to an enclosed outdoor play area. It is open each weekday from 9.00am to 4.00pm on Mondays through to Thursdays and 9.00am to 2.30pm on Fridays, term time only.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the nursery at any one time. There are currently 23 children aged from two to under five years on roll, some in part-time places. Children aged three and four-years-old receive free early education. The nursery has a number of children with special educational needs and/or disabilities and who speak English as an additional language.

There are three members of staff, all of whom hold early years qualifications to at least level 2. The manager holds an Early Years Foundation Degree. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There are a number of specific legal requirements that are not currently being met which compromise children's health and safety in the setting. Overall, children make suitable progress in their learning and development. Partnerships with parents are established positively and they are generally involved in their children's learning. Self evaluation processes are not fully developed and are ineffective in underpinning and securing improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- make sure there is a named deputy who is able to take charge in the absence of the manager (Suitable people) 24/07/2011

- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB Disclosures and the date on which they were obtained (Suitable people) 24/07/2011
- ensure records are easily accessible and available for inspection by Ofsted (Documentation) 24/07/2011

To improve the early years provision the registered person should:

- increase opportunities for parents to contribute towards children's initial assessments and continue to develop obs assessment and planning skills
- improve hygiene procedures by ensuring that children are not sharing resources in the bathroom area
- encourage children to explore information, communication and technology by supporting children's access to these resources.

The effectiveness of leadership and management of the early years provision

Regulations and duties to safeguard children are not robust and systems that are in place are ineffective. For example, there are significant weaknesses in vetting procedures. There is no named deputy who is able to take charge in the absence of the manager and as a result of this key people do not have access to information required to demonstrate how suitability has been assessed. These are breaches of specific legal requirements and compromise children's safety. In addition there are weaknesses in staff's knowledge of how to identify child protection concerns and follow the settings procedures. Although children are encouraged to adopt good hygiene habits, there are weaknesses in procedures to protect children from cross infection.

All adults working with children have qualifications in childcare and the setting ensures that there is always a paediatric first aider on site. Recommendations raised at the last inspection have been addressed. However, there are weaknesses in their understanding of the Early Years Foundation Stage welfare requirements. Some significant documentation has not been made available for inspection, and systems to monitor the use of procedures and their effectiveness are not robust. For example, accident records are not consistently completed with full details of children's names. The leaders and managers do not drive and secure improvement effectively because they lack relevant information about the settings performance and fail to use it to inform the settings direction.

Most resources to support children's learning are of adequate quantity and variety. Children are exposed to resources which support their knowledge and understanding of a diverse community and there are a number of natural materials to explore such as sand and water. The planning and deployment of resources generally supports children's learning and children make satisfactory progress as a result of the setting they are in. Key people collect basic information to establish care needs. Although, they are not sufficiently taking account of parent's

knowledge of their children to establish what children know before they start at the setting. Staff build a picture of what children can do through observations and these demonstrate that children are making progress. However these are inconsistently maintained as some next steps have not been identified to support children's individual progress.

Staff appropriately and actively promote equality and diversity. They help children understand the society they live in through introducing them to others faiths and cultures. Staff provide children with resources to focus on, and plan activities to encourage children's interest and awareness of others. There are systems in place to identify children with special educational needs or disabilities, these are effectively planned for. Where appropriate interagency partnerships are established to ensure children get the support that they need.

The settings relationships with parents and carers are positive and well established. Parents are provided with information through several information boards and receive regular news letters which contain information about the setting and project work children are engaged in. Parents share how much they value the setting through a suggestion box and are encouraged to play a key role in settling in children. Key people regularly share developmental records and encourage feedback from parents. The setting values the relationships they build with other early years providers and promotes the sharing of information to support the welfare and development needs of children.

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

Most children separate well from parents and settle quickly into the setting because key people are generally effective in working with parents to support the transition from home into the setting. Children build secure relationships with key people and this helps them to gradually develop independence. More established children try out new skills for themselves and show increasing levels of independence in all that they do. Children are familiar with the settings routines and take an active part in being helpful. They show caring attitudes towards others showing patience and acceptance of others differences. They are building friendships and engage in shared games and activities learning how to cooperate, take turns and negotiate with others. Their behaviour is generally compliant but at times can be challenging. Although children feel secure, their trust potentially could be misplaced because arrangements to safeguard children are inadequate, as regulations and duties are not met which impacts on children's feelings of being safe.

Children engage in well established hygiene routines and show varying levels of independence while carrying out personal tasks for them selves. These include hand washing. Visual aides in the bathroom areas support children's independence. However, children all share the same towel and this compromises children's health. Outside spaces are set out to support physical activity and used well by children who show exuberance. There is a variety of physically challenging

activities including climbing, playing on tricycles and scooters, and playing with bats and balls. Drinks are on hand. Children are offered healthy snacks prepared on site and their dietary needs are catered for. They bring a packed lunch from home each day.

Children generally enjoy coming to the setting, they have lots to choose from and can help themselves to toys and activities from zoned areas. They particularly enjoy playing outside and being physically active. There are lots of conversations taking place. Children hear and see language, absorb and extend their own vocabulary within their play. Children see letters and words all around them and are actively encouraged to recognise their own names written down through the association with photos. They have lots of opportunities to explore mark-making with a variety of different materials to support pencil control. However, there are few examples of this being extended for more able children to explore emerging writing skills. Resources to support problem solving, reasoning and numeracy are varied and challenging and children are engaged in their exploration. They hear descriptive language such as colour and shape and are counting in single numbers. Children have some access to interactive toys and resources but these are limited. Although there is a computer station, this resource is not working and therefore children are missing out on opportunities to extend their knowledge and understanding of information, communication and technology. Children are encouraged to become familiar with their natural environment by looking for mini beasts and observing the changes of seasons and weather. They are making satisfactory progress in their learning and development of future skills.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 4 |
| The capacity of the provision to maintain continuous improvement | 4 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 4 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 4 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 4 |
| The extent to which children adopt healthy lifestyles | 3 |
| 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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- the registered person must have effective systems to ensure that the registered person and any person caring for or in regular contact with children is suitable to work with children which must include obtaining an enhanced CRB check (Suitability of persons to care for, or be in regular contact with, children) (Also applies to the voluntary part of the Childcare Register) 24/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory Childcare Register (Suitability of persons to care for, or be in regular contact with, children) 24/07/2011