

The Garden Room

Inspection report for early years provision

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Inspector	Margaret Travers

Setting address	93 Queens Road, London, SW19 8NR
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Type of setting	Childcare - Non-Domestic

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Introduction

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Description of the setting

The Garden Room pre-school opened in 2007. It is located in a residential area in Wimbledon, in the London Borough of Merton. The pre-school operates from a house and separate single storey garden room. All children share access to an enclosed outdoor garden. The pre-school serves the local community and is open during school term times. The opening hours are 9.30am to 12.30pm Monday to Friday, and 1pm to 4pm on Tuesday, Wednesday and Thursday. The pre-school is registered on the Early Years Register. A maximum of 20 children may attend the pre-school at any one time, in the early years age range. None may be under two years of age. There are currently 37 children aged from two years to under five years on roll. The pre-school receives funding for providing some free early education for all children aged three and four years. The pre-school supports children with special educational needs and/or disabilities as well as those who learn English as an additional language. Children attend for a variety of sessions, including part-time. There are eight members of staff employed to work with the children. Three members of staff hold a Montessori diploma, and one holds Early Years Professional Status as well. One member of staff is a qualified teacher and two other practitioners hold National Vocational Qualifications at level 3 in Childcare. The remaining two part-time staff are experienced but unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school warmly welcomes all families, and children thrive in the happy atmosphere created. A highly developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning to a high standard. Staff provide an excellent personal support system, so that inclusive practice is fostered extremely well. Children make excellent progress in their learning using high quality resources. The owner and staff team demonstrate an exemplary capacity to continue to improve the pre-school. Highly effective partnerships with parents generally enhance the quality of children's care and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- considering creating on-going opportunities for all parents to contribute comments that support the daily running of the pre-school.

The effectiveness of leadership and management of the early years provision

Staff arrangements for safeguarding are highly effective, protecting children very well. All staff receive extensive training to recognise any child who may be at risk of harm. Children's safety and security are a high priority. Staff complete rigorous daily safety checks in all areas of the pre-school. These allow children to remain safe and secure. Rigorous recruitment procedures are in place that include checking staff are suitable to work with young children.

The owner effectively drives on-going improvements discussing ideas to develop the pre-school in depth with staff. Staff offer further suggestions that are highly valued. Staff are actively supported to develop their knowledge and skills well as they attend meetings that focus on current educational research. Records and documentation are comprehensive and organised to a highly efficient standard. The owner fully involves staff and children in highly reflective evaluation systems, and parents make suggestions annually by completing a form. A more regular system for inviting parent's reflective comments and suggestions about the daily running of the pre-school is not in place.

The pre-school has extremely positive relationships with parents. Excellent partnerships lead to parents receiving much useful information through weekly newsletters. They have regular opportunities to discuss all aspects of their own children's achievements, well-being and development. A home to pre-school book is exchanged regularly between the pre-school and parents. Parents can use this to comment on their children's current learning or welfare matters. Thorough understanding of children's home routines enables the nursery to meet individual needs highly effectively.

Astute deployment of resources in all areas matches children's interests and levels of development; this arrangement results in interesting opportunities that highly motivate and encourage every child. Children demonstrate clear enjoyment of the environment. Thoughtful high quality planning systems enable children to make excellent progress in their learning and development. Highly effective systems exist to support children with additional needs, including those learning English as an additional language.

The pre-school children get to know their local community very well. They have useful interesting visits from the vicar and police. Children go on well selected outings in the locality, such as to the Hindu temple, theatre and town centre. This results in children compiling photo albums and taking part in interesting discussions. Children take part in annual fund raising for local and international children's charities. Children discuss the needs of the charities and the children for whom they are raising funds. Children love to discuss photos of cultural activities in which they take part. These are displayed on walls and in well produced photo books. Excellent links are in place with other agencies involved in the children's care. Close links between the pre-school staff and the local school, aid smooth transitions to school. Parents speak very highly of the pre-school reporting that their children make excellent progress and are extremely happy in the nurturing environment.

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

The pre-school staff use the Early Years Foundation Stage highly effectively in providing children with opportunities to extend their learning and development. Children show eagerness to attend the pre-school by running in and actively seeking out their favourite activities. Children show they feel extremely safe and secure as they confidently explore the environment. Children thoroughly enjoy taking part in daily risk checks telling staff when they see something that needs attention.

Most children demonstrate outstanding progress in developing the skills that will help them in the future. Children show high levels of independence, curiosity, imagination and concentration. The garden room and new canopy allows children to play outside in all weathers using fascinating play opportunities. Children use real tools and wood to make models, and milk crates, ropes and guttering to develop highly imaginative play. For all ages, there is an excellent balance of self-chosen and adult led activities.

Children develop further valuable skills for the future as they become confident on a computer. They develop impressive communication skills and an excellent knowledge of numeracy through a wide range of interesting Montessori number activities. They learn words and phrases in other languages, such as French. Children are developing an excellent understanding of how to keep themselves healthy. They enjoy using vegetables from the garden to make stir-fries and squeezing oranges to make juice. Staff support children's understanding of the health benefits of these through interesting discussions. Daily outdoor running, climbing and using bats and balls encourage children to see exercise as part of a healthy lifestyle. Imaginative use of puppets during a weekly dancing session with a qualified dance teacher encourages even the quietest children to join in. There is a strong commitment to sustainability as children use recycled household materials to make models, and learn how to grow vegetables for lunch.

The highly effective evaluation and planning system for individual children demonstrates staff's extensive knowledge of child development. Assessment through high quality observations is rigorous and staff use the information gained highly effectively to guide planning. Staff use excellent questioning to extend good thinking skills. The children enjoy their time with the staff and this is evident in the way they are keen to share their experiences and daily news. Staff present resources and prepare the environment in exceedingly interesting ways that help to engage all children. Children display excellent behaviour and show sensitivity to others as they learn to put activities away and to share resources. Every child gets an opportunity to be a daily helper wearing a badge with pride. Staff are extremely good role models and encourage children to say 'thank you' and to consider others waiting for a turn. This helps children to learn respect, care and make a significant positive contribution within the pre-school.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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