

# Norwood Grove Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	125014
<b>Inspection date</b>	07/11/2011
<b>Inspector</b>	Jane Nelson

<b>Setting address</b>	The White House, Norwood Grove, Copgate Path, Off Gibson Hill, LONDON, SW16 3EX
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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

Norwood Grove Pre school was registered in 1992 and has been operating for over 30 years. It operates from the ground floor hall of a listed building within a park in Norbury, Croydon. There is no access to an enclosed garden but suitable alternative arrangements are made for daily outdoor play, such as use of the surrounding park.

The pre-school is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 26 children, under eight, all of whom may be in the early years age range, at any one time. There are currently 25 children in the early years age range on roll, of whom nine children aged three and four years receive funding for nursery education. Systems are in place to support children with special educational needs and disabilities. The pre-school operates every weekday from 9.15am to 12.15pm and offers extended sessions until 2.45pm on Monday, Tuesday and Thursday, during term time only. Children can attend both morning and afternoon sessions, when doing so a packed lunch is supplied by their parents. A team of five staff, including the manager work with the children, of whom three have appropriate early years qualifications and one is about to start working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual learning and development is encouraged well in this nurturing and child-centred environment. A high emphasis is placed on children achieving and enjoying their time at the pre-school. Self-evaluation is used effectively to reflect on what is working well and in most cases, identify where development is needed and how this can be achieved. Partnerships with parents are a particular strength of the pre-school. This results in information being shared well and parents being highly involved in their children's learning. Partnerships with other settings such as, schools children move onto, are effective.

## What steps need to be taken to improve provision further?

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

- develop the use of evaluating children's observations to form summative assessments, using these to plan children's next steps and as a focus for future planning.

## **The effectiveness of leadership and management of the early years provision**

Risk assessments are used effectively to identify and minimise potential hazards, and the required records are maintained and reviewed regularly. Particular care is taken when using the public park area, which surrounds the premises, for outdoor play. The staff team understand their own and the manager's responsibilities relating to child protection issues and the procedure to follow if concerns arise or an allegation is made. Recruitment and vetting procedures are effectively implemented to establish staff's suitability to work with children.

The manager has been at the pre-school for many years and is a good role model and an effective leader. The staff team are well deployed to meet children's needs, and share the manager's strong commitment to helping all children make good progress in their learning and development. They work very well as a team and their enjoyment of their work and commitment to the children, families and carers who use the pre-school is evident in the welcoming, nurturing environment they create. Self-evaluation is used effectively together with advisory visits from the local authority, to monitor documentation, reflect on what is working well, identify most areas where improvement is needed and generally how this will be achieved. The pre-school's own staff appraisal system is used to identify future training needs and support staff in their future development, demonstrating an ongoing commitment to maintaining improvement.

Excellent relationships are built with families from the beginning of their relationship with the pre-school, providing a solid foundation on which future relationships of trust can be built. For example, weekly parents and toddler sessions are operated by the manager at the premises when the pre-school is not operating. Some parents say this is how they first were introduced to the pre-school. Parents comment that they recommend the pre-school to other parents as their experiences have been so positive. Parents praise the manager and staff highly, and state how well their children have developed during their time at the pre-school. Parents actively participate in their children's learning, for example, by sharing skills such as playing musical instruments, telling the children about celebrations in their own culture, or visiting to take part in the daily routine and observe their own child in the pre-school environment. All of which builds links between the pre-school and home and helps children settle quickly and enjoy their time at the pre-school. Information is shared with parents verbally on a daily basis, through detailed written information displayed on the notice board and through regular meeting with their child's key worker to discuss their progress. The pre-school builds links and shares relevant information with other professionals and settings such as local schools, supporting children at the pre-school and as they move on to the next stage in their learning.

The pre-school is very well-resourced with a good range of varied play materials and resources, combined with natural materials, and different artefacts reflecting diversity and the wider world. These are creatively presented to attract and capture children's interest and invite their exploration. Space is well organised and used effectively encouraging children to use resources and make choices

independently. Staff plan and provide a good range of play experiences according to children's individual stages of development and interests. Well planned activities such as, a music session using African drums, creates great excitement among children and staff, also encouraging the group to work together to create and listen to different sounds. Children's development is recorded and monitored through regular observations creatively illustrated by photographs and examples of creative work. However systems are not yet fully developed to include routine assessments of children's progress over time and use individual children's next developmental as links into future planning.

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

Children thoroughly enjoy their time spent at pre-school and are developing significant skills they will use in the future as they socialise, negotiate, work together and play. Children arrive happy, excited and eager to see their friends and staff and begin their play. Great emphasis is placed on enabling children to feel secure in the pre-school through the welcoming, nurturing atmosphere and good balance of planned activities and child-initiated play that is provided. This results in children achieving extremely well in relation to their starting points, and thoroughly enjoying their time at pre-school. Children are familiar with the daily routine and enjoy the circle time on arrival, confidently saying their name and naming something they like or enjoy doing. Children articulately share their news and initiate discussion about the fireworks they have seen and heard over the weekend. They remind each other and staff about staying safe, and talk about how loud the fireworks were and that they were a bit scared.

Children benefit from supportive, calm interaction with the staff team who know children's individual needs and interests well and generally these are well reflected the planning and range of experiences provided. Children are encouraged to participate and settle at their own pace, and familiar routines such as the welcome circle time help them develop confidence in speaking, sharing news and listening, in a larger group of their friends. Children behave well as they are busy and interested in their play and activities. They are familiar with what is expected of them, know when they need to listen to staff and remind each other not to push and to be careful. Good manners and caring for each other are promoted through discussion and staff who are good role models to the children.

Children confidently use a range of equipment at the writing table, they draw with pencils, use wax crayons successfully to make rubbings, help themselves to scissors and cut out a shape and use sticky tape on their drawing. Older children confidently write their own names labelling their own creative work, which they carefully place in their personalised drawer to take home later. Children are excited and constantly using their imagination in a variety of ways as they create meals with play food, park their cars in the garage and drive trucks in the sand. Both staff and children are excited and thoroughly enjoy a drumming activity with African drums. After the initial excitement and the urge to bang loudly on the drums with their hands children, listen to the manager explain about gentle

beating and follow the pattern, pace and pitch of drumming, the manager is using, joining in with a familiar song. Children make the noises of various animals they might hear in the jungle such as lions and elephants, copying their footsteps on the drums, moving from slow footsteps to loud and fast footsteps, in time with the beating on the drums. Children make the 'ssssssss' noise for the snake as he slides along, and make suggestions for other animals they might hear, such as, parrots and tigers. Children enjoy music and sing impromptu songs as they play, counting from one to five in a song while they pretend to wash their friend's hair, other children join in with the simple signing and actions of the song.

Children understand the importance of their own health and hygiene through regular routines. They independently use the pump sink in the play room to wash their hands after a painting activity, and to make sure their hands are clean before they have their snack. Children enjoy sitting with their friends at the snack table, chatting to staff and each other as they eat their snack of healthy fruit. Children take great pride in successfully peeling and eating their Satsuma, and help themselves to pieces of banana, apple and pear. Regular outdoor play sessions take place in the surrounding park and a football coach visits the pre-school weekly providing football sessions. Children learn about and participate in the local community, for example, they regularly use the surrounding public park and see people in the community such as the daily visit from the postman. The wider world and diversity is reflected throughout the varied range of activities and resources such as books, photographs and displays children see and use in the pre-school daily.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1

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