

# IMPs Pre-School

Inspection report for early years provision

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**Unique reference number** EY426156  
**Inspection date** 28/11/2011  
**Inspector** Maria Conroy

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**Type of setting** 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

IMPs Pre-school was registered at their new premises in 2011 but originally opened in 1993 at another venue. The pre-school operates from purpose-built premises which consist of a large play room in the NW8 area of the London Borough of Westminster. The pre-school is open each weekday from 8.45am to 3.15pm during term time. Children have access to a secure enclosed outdoor play area. The pre-school is managed by a voluntary parent management committee and is a registered charity managed by a board of trustees.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 20 children may attend at any one time. There are currently 29 children on roll in the early years age range. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are four full-time members of staff. The setting provides free early education for two, three and four year olds. The pre-school is affiliated to the Pre-school Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall children are happy and settled in this safe and inclusive nursery, and they make satisfactory progress in their learning. The nursery has systems in place for observing children, but do not use the information obtained to support planning for individual children. The nursery has recently moved premises and the outdoor area has yet to be developed and the organisation of the book corner is not always fully effective. The nursery is beginning to reflect on its practices although staff appraisal systems are not yet in place; they sufficiently maintain continuous improvement as they identify and act on areas for development. There are suitable systems in place to keep parents informed of their child's progress. Staff exchange some information with other settings the children attend, although this is not fully developed to provide better continuity in children's learning.

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

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

- review the organisation of the book corner and access to outdoor areas to improve outcomes for children
- use ongoing observation assessment to inform planning for each child's continuing development through play-based activities that are motivating and

- challenging
- develop the two-way flow of information with other settings children attend in order to improve continuity in their learning and development
- develop staff appraisal systems to identify training needs and promote professional development.

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

The nursery has suitable measures in place to help protect all children; for example, staff have Criminal Record Bureau checks undertaken as part of the recruitment procedure. Staff attend training on safeguarding and have sufficient knowledge and understanding of the steps to take if they had to make a child protection referral. Policies and procedures are in place to support staff in their practice. The setting undertakes risk assessments on a regular basis and reviews them following any incidents that occur.

The nursery has begun to reflect on their practices following their recent move to new premises. This is ongoing and they continue to identify and act on areas for further improvement. Parents and staff have recently raised funds to provide wet-weather gear, leading to increased opportunities for outdoor play. The setting is motivated to make further improvements and they receive support from the local authority development worker, who helps them to move forward with areas for development. The nursery actively seeks the views of parents, both verbally on a daily basis and through the use of questionnaires, and uses this information to make further improvements.

The setting has a suitable relationship with parents, ensuring each child's care needs are met. The setting seeks parent's views, through satisfaction surveys and through verbal interaction on a daily basis. Staff inform parents about their child's development through termly parents' meetings, when the committee meet and update parents on their plans for the future. Parents find the staff very friendly, helpful and supportive with issues relating to settling their child. The nursery obtains information on individual children when they initially come to settle, such as key words for those children who speak English as an additional language. This helps staff meet the needs of the children. Children have opportunities to learn about diversity through the planned activities for the various festivals throughout the year, which enable all children to feel welcomed and valued. The nursery collect children from the nursery next door and exchange any relevant general information. However, information about children's learning is not shared very effectively to further build on children's experiences and learning.

Staff organise resources so they are at low level and easily accessible to children. Staff are effectively deployed to support children's activities. Staff identify the need to increase resources for younger children. A notice board displays information such as policies and procedures, certificate of registration and activity plans. Parents comment they like the clean building. The nursery has recently moved into their new premises and they are still reviewing the learning environment. As a result the outdoor area has not been developed to provide opportunities to

promote the six areas of learning. In addition, the book area is not fully effective as it does not provide opportunities for children to sit quietly and explore books without being disturbed.

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

Staff have a secure knowledge of the Early Years Foundation Stage. They undertake observations on the children, which are supported with photographs of the children taking part in the activities. However, they do not yet use the information obtained to identify children's next steps for learning, to support the planning for individual developmental needs. As a result, the activities provided do not provide good challenges for children and extend their learning.

Children's language and communication skills are sufficiently supported. They enjoy listening to their favourite stories, which they know well. They enjoy dancing to the song that goes with the story and make a collage of the animals in the story. This uses children's interests to develop learning towards various early learning goals within the Early Years Foundation Stage. Children are learning mathematical language, such as bigger, smaller, full and empty, and they measure each other using handprints. Staff encourage children to count for example the candles on the birthday cake they have made out of bricks. Children have the opportunity to explore and operate battery operated toys. This helps them gain skills that will support them when they go to school. Staff interaction with children is positive; they sit with the children and support the children in their play. Staff ask children questions such as 'How do we get to the library?' that make them think for themselves. Children enjoy playing independently and in small groups.

Children are beginning to develop an understanding of healthy lifestyles. They are provided with healthy snacks and a list of dietary needs is available for staff to refer to. Children's independence is promoted as they can get a drink of water throughout the day. Children have regular opportunities to promote their physical development as they play outdoors both in the garden and in the local park, where they climb the rope ladder, use the slide and swings.

Children are secure and develop a sense of belonging to the setting, they confidently speak to staff using their names and enjoy sitting alongside them and playing with them. They know what is expected of them as they take part in regular fire drills, learning how to leave the building safely in an emergency. Staff communicate with children by giving them lots of facial gestures, such as smiles, and the daily routine supports very young children as they become secure and explore their surroundings.

Children are happy and they settle well; staff encourage them to cooperate and share with each other. Children develop positive attitudes as staff praise them for their achievements, for example, when they manage to use the scissors correctly. Children listen and follow instructions from staff. They help to tidy up before they go outside. Photographs of children taking part in a wide range of activities are

displayed around the building, giving children the opportunity to show their parents. This promotes their self-esteem.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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:

Met