

Southover Pre-School

Inspection report for early years provision

Unique reference number	EY256699
Inspection date	09/12/2011
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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).

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

Southover Pre-School opened in 1968. It is a well established pre-school is situated in Woodside Park in the London Borough of Barnet and is located in the premises of a football and cricket club. The pre-school operates from two interconnecting rooms and has access to an outdoor area. The pre-school is open Monday to Friday for sessions from 8.30am to 2.30pm during term time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children may attend for a variety of sessions. The pre-school is registered to care for a maximum of 40 children under eight years at any one time, all of whom may be in the early years age group. The provision is in receipt of funding for the provision of free education to children aged three and four years. The pre-school currently supports a number of children learning English as an additional language and children with special educational needs and/or disabilities. There are 10 members of staff, all of whom hold appropriate early years professional qualifications from level 3 to Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers a welcoming and inclusive provision with good support for all children. Children enjoy a choice of stimulating and interesting activities, making good progress overall in their learning and development. Generally, staff work well with parents and carers. They establish good working relationships with a range of professional agencies to ensure that all children's individual needs are well met. Mainly effective self-evaluation systems are in place for the continual improvement of the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that hazards to children in the outdoor area are kept to a minimum (also applies to both parts of the Childcare Register) 09/01/2012

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

- develop further systems to encourage parents to review their children's progress regularly and contribute to their child's learning and development

record, and check that each child's learning record reflects what they need to learn next.

The effectiveness of leadership and management of the early years provision

The manager ensures that robust recruitment and vetting systems are in place to ensure that all staff are checked as suitable to work with children. Children are thoroughly protected from harm and neglect as staff have good knowledge and understanding of child protection issues and how to safeguard children's welfare. Generally, effective risk assessment carried out by staff helps to keep children and adults safe; however, children use scooters and tricycles close to the top of a flight of steps. Although staff watch the children, there is nothing to prevent children going over the edge and down the steps. This hazard has the potential to put children's safety at risk, particularly if staff become distracted. All staff hold a current first aid certificate, which means that children can receive appropriate treatment in the event of an accident. Overall, documentation relating to children's individual needs and care routines is well-maintained.

Staff are well qualified, experienced and work well together. Regular team meetings and training lead to staff working as an effective team that drives improvement successfully. The pre-school has addressed all recommendations raised at the last inspection. A thorough and robust system of self-evaluation identifies accurately where the pre-school requires improvement. Management take account of the views of both parents and children when evaluating the provision.

Staff use resources well to foster children's learning and development. The pre-school environment is effectively organised to promote an accessible and stimulating range of experiences for the children. Staff promote children's independence as they encourage them to make choices from a broad range of good quality resources. Many are presented on easy-to-reach trolleys, so children see what is available and help themselves. This system results in self-led and sustained play.

Inclusion is effectively reflected in the pre-school and staff have a good knowledge of each child's needs including children's starting points on their entry to the pre-school. Staff promote equality well, as children with special educational needs and/or disabilities, and those children learning English as an additional language are very well supported. Staff work together to plan and help them meet individual targets for development. Staff consider the development of groups of children too, such as boys, to check whether progress is different from that of the girls.

Staff use stories to help children understand difference. They tell the story of 'Goldilocks and the three bears', for example, with one bear being in a wheelchair. Children's varying backgrounds are acknowledged as children's awareness is increased through special events, including a variety of religious and cultural festivals. The children and staff represent a wide range of cultures and everyone is treated with respect.

Generally, partnerships with parents are effective. Children benefit from home visits prior to their start at the nursery, undertaken by nursery staff. Parents share

their views about the provision and are involved in some of the decision making processes through meetings, questionnaires and discussions with staff. Staff do not fully encourage all parents to review their children's progress regularly and contribute towards their children's learning and development records, however. Partnerships with others are well established and staff have good rapport with the local early years team and those agencies that support children with special educational needs and/or disabilities. Staff support children very well as they leave the pre-school, having effective links with several schools.

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

Children are well settled; they thoroughly enjoy their time at this welcoming and inclusive pre-school. Activities planned include a good mix of adult-led and free choice play. Children particularly enjoy the outdoor play area, which is well-resourced and is organised thoughtfully to provide children with similar learning opportunities to indoors. Children learn to listen and have fun with stories, songs and rhymes. The book areas, both indoors and outdoors, provide a comfortable space for children to relax and share books. Children are developing early writing skills and there are good examples of lettering displayed. Older children are extended further by learning to write their names and are making good progress in gaining useful skills for the move to school. Children enjoy participating in activities such as learning French through rhymes, songs and role play helping them to value other cultures and languages. Staff provide careful assistance when necessary, guiding them through the words on the computer screen and helping them use the games.

An effective 'key person' system helps children feel secure. It contributes to establishing sound methods for observation and assessment through initial discussions with parents. Planned activities are based on children's interests noted in the nursery and staff observe, monitor and record the progress children are making, although the next steps in learning are not always fully identified. Children immerse themselves in creative and imaginary play as they explore experiences and materials, such as painting, cooking and playdough. Children use new skills to solve problems, count and reason making good progress in gaining skills for their future lives. For example, some children confidently count to 10 and recognise shapes such as circle, triangle and square. They participate in activities such as singing songs with numbers during circle time and using shaped playdough cutters. Children understand the concept of large, big, small and medium when comparing the star cookies they make.

Children enjoy physical activities both indoors and outdoors in all weathers, benefiting from the fresh air and exercise. Children use a variety of equipment to practice and extend their physical skills, enabling them to be active, climb and balance. They develop an awareness of space and learn to move their bodies imaginatively as they enjoy music and movement sessions during circle time and participating in games that require teamwork such as using rackets and balls. Children explore, investigate and develop their knowledge and skills in both indoor

and outdoor environments. They enjoy planting seeds in the garden, regularly watering them and watching them grow. This helps children to make sense of the world around them.

Children have good relationships with other children and staff; they are well behaved. They play well with other children, share and take turns and are considerate of each other using words such as 'please' and 'thank you'. Staff listen to and praise children which promotes their self-esteem and confidence. The well planned, flexible daily routines allow children to develop good levels of independence in their play and personal care. Children have a clear understanding of how to stay safe, for their ages. They demonstrate this by showing a good awareness of responsibility within the pre-school, such as waiting for their turn and helping to tidy up. They wash their hands independently and help themselves to drinks and healthy snacks. Children have a good understanding of leading healthy lifestyles as staff extend children's knowledge during meal times, activities and regular exercise.

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	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	2

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

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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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:

- take action as specified on the early years part of the early years report (Suitability and safety of premises and equipment) 09/01/2012

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 on the early years part of the early years report (Suitability and safety of premises and equipment) 09/01/2012