

# Manor Gardens Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	131711
<b>Inspection date</b>	30/01/2012
<b>Inspector</b>	Siobhan O'Callaghan
<b>Setting address</b>	Manor Gardens Centre, 6-9 Manor Gardens, London, N7 6LA
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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

Manor Gardens Pre-School is a voluntary, committee run full day care provision. It has been providing sessional childcare since 1950. The pre-school registered to provide full day care in the year 2000. The pre-school operates from ground floor accommodation in the Manor Gardens Welfare Centre. Children have access to open plan play space. There is an enclosed garden for outside play. The pre-school is situated close to Holloway Road in the London Borough of Islington. The pre-school serves the local and wider community. It is open Monday to Friday from 9am until 4.30pm term-time only.

The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They may care for a maximum of 24 children from two years to under eight years at any one time. Of these not more than eight may be under three years at any one time. The pre-school provides funded early education for three and four-year-olds. There are currently 36 children aged from two years to under five years on roll. The pre-school currently supports a number of children who speak English as an additional language. There are five members of permanent staff working with the children alongside three part time students. The manager holds a National Vocational Qualification at Level 3 in Early Years and Education. All other staff hold relevant early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Manor Gardens Pre-School provides a welcoming and generally inclusive environment for children. There are outstanding partnerships with parents and others to promote effective relationships. Overall, children are supported to make good progress in their learning and development. Their welfare is promoted through many good practices including secure safeguarding procedures. The staff team has developed successful self-evaluation systems which support continuous improvement within the provision.

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

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

- develop provision further to link the indoor and outdoor environments so that children can move freely between them
- develop further children's independence through supporting them to help serve their own food at lunch times
- develop further the children's linguistic diversity, by providing opportunities for children to develop and use their home language in their play and

learning.

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

The pre-school has developed a comprehensive range of records, policies and procedures. These help to support the safe and effective management of the provision. There are secure recruitment, and vetting systems to ensure all staff undergo suitability checks. Staff are fully focussed on promoting children's welfare. The majority of staff have attended recent safeguarding children training. They have developed exemplary partnerships with outside professionals in the interests of safeguarding children. The staff team are qualified and experienced within their roles. They have all been working within the pre-school for many years. Therefore, children benefit from continuity of care. There is a good focus on risk assessment to promote a safe and secure environment for children. All staff are involved in monitoring risks and removing potential hazards as they arise. Children enjoy many outings whilst attending the pre-school. Staff implement a full risk assessment prior to taking children on these events.

The staff team organise a bright and accessible indoor learning environment for children. There is a good range of quality resources to support their play and exploration. Children enjoy playing in the garden. This area is easily accessible from the main playroom. However, staff are yet to encourage children's independence in accessing the garden throughout the day. Children are happy and busy as staff are effectively deployed to engage in their learning. The well established key person system ensures that all children receive individual attention. The staff team successfully promote equal opportunities for all children. For example, staff ensure children have access to popular activities and resources. This is achieved through the positive use of sand timers. Children are confident to express that in 10 minutes it is their turn to use the computer. Children's home cultures are positively promoted through a broad range of practical experiences. For example, children participate in creative activities that link into cultural festivals. Children with English as an additional language have access to dual language books. There is evidence that staff record some key words in their home languages. However, staff are yet to fully support the use of children's home language in their play and learning.

The manager and her staff team demonstrate a commitment to their roles and responsibilities. For example, they are continually developing their knowledge and skills through professional training. Staff have made good progress in addressing the recommendations raised at their previous inspection. All staff, children and parents are involved in self-evaluation to promote continuous improvement. The staff team has established excellent partnerships with parents. Discussions with parents demonstrate their high levels of satisfaction with the care and learning offered. Parents' comments include, 'the staff team are fantastic, and they are knowledgeable about children's learning. My child is so happy to attend and is making such good progress,' and 'the staff are so welcoming and approachable, they are always willing to listen and work with me.' Parents also comment on how they value opportunities to meet with their children's key person. They enjoy

looking through their children's portfolios and observing their achievements. The pre-school has established purposeful partnerships with many of the local schools. Consequently, children are supported to achieve a smooth transition when moving onto mainstream school.

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

The staff team demonstrates a good knowledge and understanding of the learning and development requirements. They effectively promote children's interests within their planning systems. Consequently, children are happy and engaged in their play most of the time. Staff offer a balanced range of both adult-led and child initiated play experiences. The outside play provision is used well to promote children's physical development and exploration. For example, children enjoy riding bikes and playing ball games. They are excited to show the inspector their digging area where they can search for bugs. Staff organise resources effectively to support children's independent learning. For example, these are all well labelled and are at the children's level. Staff maintain bright and informative portfolios which demonstrate children's progression. They regularly observe children's play and record valuable next steps to promote their learning. Consequently all children receive effective challenges. This in turn supports them to make good progress in their learning and development.

Children are developing good independence skills. They confidently arrive at the pre-school in the morning and immediately engage within activities. They enjoy helping themselves to snacks and drinks throughout the day. Staff are at hand to replenish these. Children are developing positive self-care skills as they visit the bathroom independently. They know that they must wash their hands to prevent the spread of germs. Children enjoy eating healthy and nutritious meals. Lunch times are a relaxed and social occasion where staff engage in children's conversations. Although, children's independence is promoted in many ways, the organisation of lunch times is adult-led. For example, children are not encouraged to help in serving their own food.

Children are developing good communication, language and literacy skills. They are confident to articulate what they enjoy doing when they attend pre-school. Children's comments include 'I love to play in the garden with my friends,' and 'I like to paint and make models.' Children enjoy quiet story time sessions. They are delighted to use puppets to retell familiar favourite stories. Children's work demonstrates that they are beginning to draw and write with purpose. Children demonstrate good problem solving skills. For example, they confidently count the scoops of flour added to the messy play. They discuss what might happen when they add more liquid to the flour. This simple activity supports their understanding of cause and effect. Children enjoy a full range of creative experiences as they explore water, sand and dough. They enjoy painting independently at the easel.

Children's health, safety and overall well-being are effectively promoted. Staff support children to behave responsibly and safely. For example, staff discuss why

it is important not to run inside and why they must use the climbing frame with due care. Children learn about road safety during their many visits in the local community. Staff also promote safe practices through practical fun experiences. For example, children have opportunities to play with pretend traffic lights and zebra crossings. Staff use these experiences to reinforce safety rules. Children demonstrate that they feel secure as they respond positively to the warm interaction they receive from staff. Children have good opportunities to be active and develop their physical skills. For example, children confidently play large parachute games which require good coordination and balance. Overall, children are polite and respectful as they behave in cooperative ways. Children learn to value and respect one another's differences. Consequently, children are developing many valuable skills which help to set secure foundations for their future learning.

## 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	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	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	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: Met

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