

Foulds Pre-School Playgroup

Inspection report for early years provision

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Inspector	Sue Mann
Setting address	Foulds School, Byng Road, Barnet, Herts, EN5 4NR
Telephone number	020 8449 7637 (m) 07789173110
Email	
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*.

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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

Foulds Pre-School Playgroup was registered in 1985. It operates from a purpose built building located in the grounds of Foulds Infant and Primary School in Barnet, Hertfordshire. Foulds Pre-school Playgroup is a privately run provision. There is an enclosed outdoor play area. The pre-school is registered to care for a maximum of 28 children in the early years age range at any one time. There are currently 49 children attending who are within the early years age group. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school opens each weekday during term time from 8.30am to 4.30pm. The pre-school is funded to provide free early education for two-, three- and four-year-olds. The pre-school supports a number of children with special educational needs and/or disabilities. Support is provided for children learning English as an additional language. The pre-school employs five members of staff, all of whom hold appropriate early years qualifications to at least level 3. The pre-school also supports students.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school has an inclusive approach and all children are very settled, safe and secure. All children are thriving because their learning and development is extremely well supported by the enthusiastic and highly committed staff team that recognises the uniqueness of each child. Extensive systems are in place for observing, assessing and planning for children's learning and development, which ensures children make exceptional progress overall in relation to their starting points. Children benefit from highly impressive partnerships between the pre-school, parents and carers due to very effective information sharing. Excellent self-evaluation by the manager and staff makes sure that priorities for development are identified and acted upon, resulting in provision that responds to all users' needs and which shows a highly effective ability to sustain continued improvement.

What steps need to be taken to improve provision further?

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

- enhancing the outdoor provision to create a more stimulating environment that offers children more freedom to explore using their senses.

The effectiveness of leadership and management of the early years provision

The pre-school has robust written safeguarding procedures. All staff have an excellent knowledge of these procedures, implementing them effectively which means that children are safeguarded extremely well whilst at the pre-school. An effective entry buzzer system on the outside gate means that children depart the pre-school safely into the care of known adults. Systems for recruiting new staff are effective, ensuring all staff have undergone the necessary checks to be working with children. Extensive risk assessment is in place and useful checks are carried out daily to keep children safe. The manager and staff have high aspirations for quality practice through ongoing improvement and an exceptional commitment to sustaining the high standards of practice, which are fully embedded across all areas of the pre-school. The staff team is supported by an enthusiastic manager, which helps to motivate all staff very well. As a result, staff morale is extremely high and clearly they all are passionate about their roles in helping promote high outcomes for children's learning and development.

All children benefit from an excellent range of stimulating and fun resources, which are easily accessible to them from low level shelving units, thus encouraging independent play. Toy boxes are clearly labelled with photographs showing all children the contents of each box, which allows them to help themselves confidently to a wide range of media and materials, when they want them. Inspiring and colourful wall displays depicting the children's work and images from different cultures make the pre-school warm and inviting to the children, helping promote their sense of belonging and increasing their understanding of diversity.

Parents and carers are provided with high quality information about the pre-school; a broad range of information is available on the colourful notice board inside the pre-school. The pre-school achieves highly impressive relationships with parents and carers, which ensure that staff have an exceptional knowledge of each child's background and needs. Parents and carers have abundant opportunities to contribute to the policies and procedures of the pre-school through its exceptional commitment to seeking and taking account of the views of the parents and carers.

The pre-school has highly productive links with relevant local authority personnel and other external professionals, which means staff can access support systems when needed, so children with additional needs make rapid progress too. The pre-school provides the children with weekly opportunities to learn French and to explore music and movement through external teachers who enhance children's awareness of the world around them. They have close links and well developed communications with the local school, which is located within the same grounds, which ensures that children's transition into school is smooth.

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

An extensive settling-in process ensures that the entry into pre-school is smooth. Parents are encouraged to stay as long as they want to help their children settle. Children display a strong sense of belonging and security, and are clearly very happy and settled within the pre-school. Time spent at the beginning of the arrangement in gathering information about individual children ensures staff develop plans to enhance children's learning and development. Additional information is gathered when the children start using highly impressive and detailed scrapbooks compiled by parents, which means the pre-school has the most up to date information about each child. Exceptional systems are in place for observing and assessing children's progress, so allowing staff to plan enriching 'next steps' in children's learning and development. The children's learning journeys are regularly updated with valuable annotations and exciting photographs, which means parents, are fully informed of their children's progress in relation to their starting points.

Children's behaviour is exemplary; staff manage behaviour exceptionally well. The pre-school staff have high expectations that are clearly and consistently conveyed to the children using the pre-school's golden rules; as a result, children play happily, either independently or co-operatively. For example, a group of children play with a balancing game; they await their turn patiently and encourage their friends when balancing objects on a tree.

Staff encourage the children's independence whilst at pre-school through allowing them to make many decisions for themselves, such as when to eat their snacks. This system is managed through the provision of a cafeteria-style snack bar, which they freely access when hungry. Children quickly learn to be independent when putting on their coats and taking themselves to the toilet. Low-level sinks mean children wash their hands easily and take responsibility for their own hygiene practices. Meticulous hygiene routines are in place to ensure all risks to children's health and well-being are minimised. Children decide for themselves when to use the outdoor play area, which is generally well resourced; however, currently staff do not make the best possible use of this area to promote children's interest and curiosity.

Children make full use of all available resources. Staff support and enrich the children's interests by offering additional resources, which further inspire learning. Children investigate some ice, which they have collected from outside and brought indoors. Staff respond enthusiastically to their curiosity about temperature, providing a thermometer, which allows the children to gain an understanding of how cold the ice is and the purpose of this device. Children develop further knowledge of the wider world around them through responding to customs and cultures from around the world. A music teacher regularly attends the pre-school, introducing the children to a rich range of cultural rhythms and music to which they move enthusiastically.

Children develop valuable skills for their future lives through the well-resourced,

spacious, role-play area. This area is changed frequently to inspire the children's imaginations. A recent 'Santa's workshop' theme captivated the children, providing wonderful opportunities for play and language development. A wide range of information, communication and technology resources also allows children to develop further future skills. Children are encouraged to use their early writing skills by using a range of appropriate resources in the role-play area, for example, using clipboards to note down 'telephone' orders for toys. The staff nurture the children's creative skills through the extensive range of messy play, painting and sticking activities on offer daily. Staff celebrate the children's work through praise and within the colourful wall displays all around the pre-school, which illustrate their excellent contribution to pre-school life.

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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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