

Denbigh Under Fives Group

Inspection report for early years provision

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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*.

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Description of the setting

The Denbigh Under Fives Pre-school was registered 1994 and operates from a church hall in the Notting Hill area in The Royal Borough of Kensington and Chelsea. The premises consist of one main hall. Access to the premises is via a ramp or a set of four steps. There is a secure outdoor space available for the children. The pre-school is registered on the Early Years Register to offer care to up to 16 children in the early years age range. The pre-school supports children with special educational needs and/or disabilities and supports children who learn English as an additional language. The pre-school is open from Monday to Friday 9am to 3pm for 38 weeks of the year. There are currently 10 children on roll, all in the early years age group. The nursery receives funding for the provision of free education for three and four year old children. Currently, the pre-school employs five permanent staff, four of whom are qualified and work directly with children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well and they thrive in a safe and welcoming environment that reflects their backgrounds. This enables all children to make good progress in their learning given their start points and abilities. Overall children are encouraged to adopt healthy lifestyles. The staff team has effective relationships with parents and is looking at ways to strengthen the partnership to encourage their further involvement in their children's learning. Strong links with parents and information shared with other agencies mean that children can receive the care they require to meet their individual needs. Staff reflect on their practice and make ongoing developments to the pre-school. They demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance children's physical development by planning and providing opportunities to travel around, under, over and through balancing and climbing equipment
- enhance the partnership with parents to support them to be involved in their child's learning and development at home.

The effectiveness of leadership and management of the early years provision

Staff members show good understanding of safeguarding children issues and update their knowledge with ongoing training. They have established good links

with the relevant agencies so that staff members deal with any safeguarding concerns promptly and in the best interests of the children, whenever there is a need. All staff members undergo rigorous suitability checks at the time of their employment. Staff undertake thorough risks assessments for indoors, outdoors and outings, which fully promotes children's safety.

Staff evaluate the programme of activities they offer to the children, as well as the use of the indoor and outdoor space. Systems are in place to effectively identify how the setting can move forward and build on its strengths and identifies most weaknesses.

Resources include a selection that promotes positive images of diversity, disability and linguistic differences. Furniture, equipment and resources are good quality and suitable for the ages of children to support their learning and development. Bright and attractive pictures of people from differing cultures and abilities are on display around the pre-school. The setting promotes inclusion through the identification of each child's interests and individual needs. This process is successful as an effective key person system is in place meeting the individual needs of children. Staff have good links with other agencies so that other professionals are able to contribute to the support of children's individual needs as and when needed.

Staff promote good partnerships with parents by a number of effective systems. For example, parents receive regular newsletters and have access to a notice board with good childcare information. Key persons pass on daily information to parents about their children. Parents say that they are delighted with the progress their children are making. There are many opportunities for parents to meet with their child's key person to discuss the next steps in their learning. However, systems to give parents suggestions of how they can support their child's learning at home are not fully embedded.

Staff members carry out planning as a staff team basing activities on the identified needs of children. Observations of the children, and their records of achievement, show that they are making good progress in most aspects of their learning from their starting points. Staff make written observations of the children at play and keep photographs and examples of children's work to reflect children's good progress. Staff use this information to plan for individual children and clearly identify their next steps in their learning.

There is a comprehensive range of policies and procedures in place which, staff understand well to ensure the smooth running of the pre-school and to promote the children's safety and well-being. Staff members know their roles and responsibilities and carry them out effectively. Documentation is well maintained and organised effectively.

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

Children are happy and content in this friendly and welcoming environment. They are enthusiastic learners because of the good range of activities that are easily accessible to them. Children confidently use resources across the playroom to enhance their play. Cosy well-resourced areas encourage children to communicate with each other. Weekly plans follow observations of the children, taking into account their interests and ensuring activities support their learning needs, as they progress towards the early learning goals.

Children are gaining confidence and are learning to behave in line with expectations. Staff members are good role models and offer children meaningful praise, boosting their self-esteem and confidence. Children are becoming active, curious and inquisitive learners, supported by staff, in order to develop their skills for the future. They use portable information and communication technology equipment skilfully, and solve problems as they sort out small world farm equipment, grouping the figurines and vehicles. Children's home languages are noted by their key person and community languages are positively displayed throughout the setting. Children enthusiastically sing songs and rhymes in different languages from around the world and those of their home language. Children learn about festivals such as, Chinese New Year to help them gain respect for cultures different to their own.

Children set out the plates in the role play area, sort them into colours and line up and arrange pretend food such as sushi on the plates. They communicate well with each other during their play and ask questions, such as 'Why are you eating my sushi?' Children enjoy number games, they pair cards with numbers on correctly and count the corresponding photos and make comparisons as to which number is bigger or smaller. Staff members successfully encourage children to identify shapes and count, match and sort their toys. Older children are making good progress in recognising numerals. Children are involved in mark making activities and activities that develop their pencil grip, which helps them to develop their pre-writing skills. They learn about numbers and counting as part of their daily routine. All these experiences help children develop good skills for their future learning.

Children benefit from healthy, nutritious snacks and lunches. Independence is encouraged as children choose what time to sit down with their friends to enjoy fruits and drinks. Children are beginning to develop an understanding of sustainability as they have opportunities to grow food such as potatoes and watercress, and are recycling items in the pre-school. Children negotiate space outside engaging in fun games linked to time. Staff members help children make connections of time with the use of clever sketching on chalkboards. They discuss their morning routines at home and school, and learn to use real learning clocks to tell the time. Children are developing an understanding of the importance of physical activity and making healthy choices in relation to food. Outdoor play offers children opportunities for group games as well as fresh air to support their health. However, the opportunities for children to travel around, under, over and through balancing and climbing equipment are limited. Children gain a sense of how to

keep themselves safe as they undertake regular fire drills. Staff members comment on and explain why children must not run inside so that they learn about the safety of themselves and others and engage in positive behaviour.

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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