

Berkeley Pre-School

Inspection report for early years provision

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Inspector Jennifer Devine

Setting address Berkeley Primary School, Cranford Lane, HOUNSLOW, TW5
9HQ
Telephone number 02085705700
Email jlaitken1965@yahoo.com
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

Berkeley Pre-school registered in 2011 and is run by the Committee of the Pre-school from Berkley Primary School. It operates from the school grounds, within the London Borough of Hounslow. The Pre-school has the use of a designated purpose built main room, group room and sensory room. Children have access to an enclosed outdoor play area.

The Pre-school is registered on the Early Years Register to care for a maximum of 24 children in the early years age range at any one time, of whom none may be under two years of age. There are currently 32 children on roll. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school is open during each weekday from 9am to 12noon, term time only. The pre-school also have provision to open in the afternoon, when required.

The pre-school committee employs two permanent staff who hold appropriate early years qualifications. There are currently two vacancies, which are being covered by qualified agency staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled in the pre-school and are making steady progress in their early learning. Staff have a satisfactory knowledge of the Early Years Foundation Stage and plan a range of activities to support children's development. However, there are fewer opportunities available for children to develop their understanding of technology and they are not able to access the garden freely. Also, staff lack some understanding of how to extend children's language development. Action plans have been completed to support the setting's continuous improvement. However, the registered body is not aware of the need to notify Ofsted of changes to members of the committee.

What steps need to be taken to improve provision further?

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

- develop ideas of how to link the indoor and outdoor environments so that children can move freely between them
- enhance the programme for knowledge and understanding of the world to enable children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning

- provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults. Talk to children and engage them as partners in conversation.

The effectiveness of leadership and management of the early years provision

Since registration the nominated person has resigned from her position. The registered body has failed to notify Ofsted of this change. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action.

Robust recruitment procedures are in place to ensure all adults are suitably checked to work with children. Children's welfare is well protected as the staff group are aware of child protection issues and the safeguarding procedures to follow if they were concerned about a child. Staff are deployed appropriately to provide good supervision and promote children's safety effectively. Risk assessments are conducted and reviewed regularly and daily safety check lists ensure the children's play areas are safe for use. Security measures are good. The pre-school has a buzzer entry system in place to prevent unwanted visitors entering the premises. Any visitors are requested to sign in the visitor's book and show their identification. All documentation required for the safe and efficient management of the provision is well maintained.

Currently the manager is working closely with Hounslow early years team who have helped them to develop action plans to review practices and target areas for development. The setting is sufficiently equipped with a range of safe and suitable furniture and equipment. Children's independence is promoted as they can access activities from the low level storage units. However, there are limited resources available to use to support children's technological awareness and investigative skills, such as, calculators, cameras or magnifiers.

Staff have a good knowledge of each child's backgrounds and needs. Parents complete an entry profile and this enables the key carer to build up a picture of each child's routines, likes and dislikes to help them settle in. Staff have a good awareness about promoting an inclusive environment for all children. Children with additional languages are well supported as some staff speak additional languages and also obtain key words from parents to help children settle. The pre-school celebrates a variety of festivals over the year and has a generally good range of books and resources to help children understand about diversity in their society.

Parents and carers are welcomed into the setting and are encouraged to share information on their child to enable good working relationships to flourish. Staff keep parents verbally informed about their child's day and they are welcome to see their child's learning profiles as they wish. The pre-school staff organise regular events where parents are invited into the setting and can discuss their child's progress in more depth with the key worker. Parents have an active role in the pre-school, and enjoy coming in to read stories or help with other planned activities. As the pre-school operates within the school premises they have some contact with the school nursery and reception class which helps with the transition

process as children move on.

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

Children are overall happy and settled at the pre-school and are making satisfactory progress in their learning and development. On arrival they know where to hang their belongings and are pleased to see each other and greet their friends and the staff at the beginning of the day. They separate well from their parent or carer and are developing a sense of belonging in this friendly setting.

Staff have a sound understanding of the Early Years Foundation Stage and plan activities to ensure they cover most areas of the curriculum. Staff observe and record the children's development on a regular basis and use these observations to plan the curriculum, taking into account children's needs and interests. Overall, children are supported and well supervised by the staff who spend some time working with groups of children or individually. However, not all staff are confident in providing opportunities for children to talk and in providing challenging questions to make them think as they play. For example, during a cooking activity the staff talk with the children about the process but do not ask questions to extend their vocabulary further.

Children thoroughly enjoy story and singing time. This is due to the staff making this activity interesting and fun. They use lots of props to support stories and children join in with the story listening intently and giggle in excitement. As a result, children also enjoy sitting in the book corner looking at their favourite books, and children are developing their skills on learning how to look at books carefully.

Children have satisfactory opportunities to experience the outdoors and make sound use of the outdoor play area. However, staff do not organise the play session to enable children to have free flow play between the indoor and outdoor environments. Children have to wait until after snack time to access the outdoor environment. Children play well together and are learning about sharing and some have formed strong friendships. Overall, they are well behaved; and respond positively to praise and encouragement by staff. Any difficulties are handled sensitively and appropriately by staff. Children's skills for future are supported by the effective use of story times and they have good access to pens and paper to develop their mark making skills. However, there are currently limited resources to raise their awareness of information and communication technology.

Children are developing healthy lifestyles as they show a good understanding of following good personal hygiene routines. Children independently go to the toilet and know why they need to wash their hands. They are provided with a variety of fruit for snack time and water or milk to drink.

Children are learning to take responsibility for their own safety and the safety of others and are able to move around the pre-school safely, confidently and

independently. They learn rules of the pre-school such as why they must not run indoors and the importance of using scissors safely. Children's safety is further promoted by staff's understanding of appropriate supervision levels, both inside and outdoors. Children are secure and self-assured as they are able to move around the setting as they choose, spending time interacting with their friends and the staff. Children take part in regular fire evacuation practices which teaches them about the importance of evacuating the setting quickly and calmly.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
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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