

Hornsey Road Children Centre Pre-School

Inspection report for early years provision

Unique reference number

EY437966

Inspection date

19/04/2012

Inspector

Anahita Adrienwalla

Setting address

Sure Start Childrens Centre, 8 Tiltman Place, LONDON, N7
7EN

Telephone number

020 75272005

Email

hornseyroadcc@islington.gov.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hornsey Road Children Centre Pre-School registered in 2011. It operates from three main play rooms on the first floor and one room on the ground floor. Children have access to a ground floor outdoor area and two roof gardens on the first floor. It is situated in the London Borough of Islington. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of 50 children at any one time. Currently there are 57 children on roll in the early years age range. The pre-school receives funding for free education sessions for three- and four-year-olds. The pre-school is open each week day from 8am until 6pm. It supports children with special educational needs and /or disabilities and those who speak English as an additional language. It employs 15 staff. All hold appropriate early years qualifications. The manager holds a post-graduate early years qualification. The pre-school also employs an early years teacher and a number of domestic and administrative staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settle quickly because the robust settling-in procedures help to ensure that their individual needs are fully met. Children make good progress towards the early learning goals. Highly effective arrangements exist to promote healthy lifestyles and the promotion of equality and diversity is at the heart of the pre-school. There are well-established channels of communications with parents, who are highly involved in their children's learning. Overall, good systems for self-evaluation underpin strong continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems for reflective practice and self-evaluation to include the views of children.

The effectiveness of leadership and management of the early years provision

There is a comprehensive range of very good quality records, policies and procedures which supports the safe and efficient management of the pre-school. There are robust systems in place for recruiting and checking staff to help ensure that they have the necessary skills and knowledge to work with children. Staff demonstrate an extremely competent knowledge of safeguarding procedures and what they would do if they had concerns about children in their care. They have

attended recent training which has further enhanced their knowledge and understanding of safeguarding issues. Exemplary daily risk assessments are made by all staff to help ensure that the building is safe and secure. All records relating to children's health and safety are highly effectively maintained.

Staff are extremely well-deployed throughout the setting and some children receive one-to-one support throughout the session. Children have easy access to a wide variety of resources. They particularly enjoy the free flow between the indoor and outdoor play areas throughout the day. The outdoor area enables children with different abilities to use large equipment and play in an extremely safe and suitable environment.

The key worker system is extremely effective in meeting the needs of all the children who attend. Inclusion is a very important focus in the pre-school and staff care highly effectively for children with varying disabilities. There is a particularly strong emphasis on promoting equality and diversity within the pre-school. All children are fully valued and engage in a stimulating range of activities and experiences which help them to value diversity. Children develop an extremely strong sense of belonging as they feel included and welcomed into the provision.

Overall, there are good self-evaluation systems in place and all staff contribute to these. Parents give feedback through questionnaires but the views of children are not actively sought. The head of the pre-school is keen to drive improvement. She is confident about what the pre-school needs to do to improve further and actions taken by the staff team are targeted to have the most impact on outcomes for children.

There are excellent partnerships with both parents and the other professionals who contribute fully to the integrated care and education of the children that attend. Parents are heavily involved in decision-making on key matters affecting the pre-school through well-established and highly inclusive procedures, such as detailed questionnaires, regular emails and newsletters. The staff actively respond to suggestions from parents to enhance the provision and improve outcomes for children. The pre-school provides tailored guidance and information about individual ways parents can support their children's learning across different areas. Staff work in highly effective partnership with other settings and professionals to promote a shared approach to children's care and learning and to help ensure that every child receives high levels of support at an early stage.

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

Staff demonstrate a confident knowledge and understanding of how young children learn and develop. They plan a broad range of activities and experiences which are geared around the children's individual interests and abilities. Planning covers all the areas of learning and every child is challenged by the learning experiences provided. Activities are well-planned, based upon accurate observations and assessment and matched to the full range of children's needs.

Staff make ongoing assessments that map children's progression and highlight their future learning needs.

Children learn highly effectively about healthy lifestyles from a very young age. They are offered wholesome and nutritious meals which help them learn about healthy eating. In addition, they learn about where food comes from and life cycles as they collect eggs and watch them hatch into baby chicks. Staff encourage excellent personal hygiene procedures throughout the day. Children have excellent opportunities to get fresh air and enjoy energetic play. They benefit from regular free flow play between the indoor and outdoor areas and enjoy using the stimulating selection of resources outside that promote all areas of play. Staff skilfully utilise all these experiences to enhance children's learning. For example, children climb on large pieces of equipment, and then confidently jump off, as they gain an understanding of taking risks in a safe environment with support from the staff. They rise to the challenges of balancing and riding wheeled toys and creating obstacle courses with large blocks of wood and wooden planks. Younger children push buggies around, while others happily wash the hair of their dolls in the water trays. Consequently, children are acquiring good physical skills.

Children's personal and social development is heavily featured throughout the pre-school. Children are very secure and demonstrate an excellent understanding of how to stay safe independently and with gentle reminders from adults. They recognise and confidently talk about dangers and how to keep themselves safe. For example, older children are aware of how to move around safely when younger children join in certain activities. Babies are encouraged to tidy up after play so they become secure and confident as they crawl and move around the room. All children show an extremely strong sense of security and belonging within the setting. They are very confident, settle extremely well and develop excellent relationships with their key workers. They display extremely high levels of confidence and self-esteem and work exceptionally well with their peers showing excellent co-operation skills.

There is a strong focus on communication skills. Children thoroughly enjoy music and singing where they are encouraged to express themselves through gestures and movement. They are developing many important language and literacy skills as they confidently articulate themselves when engaging in their favourite stories. They have good opportunities to use a variety of mark-making resources within their play. For example, outdoors young babies and children paint the walls with different-sized brushes and a variety of coloured paints. Children develop a good understanding of mathematical concepts through a varied range of activities and experiences that involve problem solving. They use various resources that help them learn about information and communication technology and they have many opportunities to use their imaginations as they engage within a wide range of creative pursuits.

Children display exemplary behaviour. They are polite and respectful of each other as they learn the importance of taking turns and caring for each other. They learn effectively through their play and develop many important learning and development 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

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	1
The effectiveness of safeguarding	1
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
--	---

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	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	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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