

# Perivale Community Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	118190
<b>Inspection date</b>	08/05/2012
<b>Inspector</b>	Susan Wake

<b>Setting address</b>	Horsenden Lane South, Greenford, Middlesex, UB6 7NP
------------------------	---

<b>Telephone number</b>	07904 556532 or 07931 514145
-------------------------	------------------------------

<b>Email</b>	bsingh20@gmail.com
--------------	--------------------

<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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**

Perivale Community Pre-school registered in 2000 and is managed by a parents' voluntary committee. It operates from a hall within Perivale Community Centre in the London Borough of Ealing. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.15am to 12.10pm during term time only. All children share access to an enclosed outdoor play area. There are currently 30 children aged from two to under five years on roll. The pre-school receives funding to provide free early education for children aged three and four years. The pre-school supports a number of children who are learning English as an additional language. The pre-school employs four staff, all of whom hold an appropriate early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled in this friendly, welcoming and inclusive setting. The wide range of activities and generally good systems to monitor and plan for children's development ensures that overall all children make good progress. Staff keep parents suitably informed of their child's progress, although there are inconsistencies in the quality of information. The systems to reflect on the childcare provision and to target areas for continuous improvement are generally good. Staff have met the recommendations from the previous inspection well, which promotes positive outcomes for children.

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

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

- extend self-evaluation in order to more accurately identify where systems need improvement to further meet children's individual needs
- improve the systems for recording and including parents' contributions and matching these observations to the expectations of the early learning goals .

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

Staff have attended safeguarding training and demonstrate a good understanding of associated issues. Consequently, staff protect children well. Visual checks take place on a daily basis within the provision and any outings undertaken are subject to risk assessment. These actions reduce the chance of accidental injury well.

Children experience a good level of supervision, and appropriate safety equipment is in place to reduce hazards, for example, a contact buzzer on the entry door. Staff protect children's ongoing safety by monitoring visitors' access to the provision. Staff share a clear sickness policy with parents to ensure children are not placed at risk of infection and illness. All relevant documentation with regard to health and dietary needs is up to date, which positively safeguards children's well-being.

Children have equal access to a good range of well-maintained resources. They are all at the children's height to promote free choice and independence. Staff make children welcome in the clean and well-kept premises, where they have ample space to play. Staff have good knowledge of the Early Years Foundation Stage and implement it effectively. The manager very effectively deploys the staff so children benefit from good levels of adult support. The wide range of resources available ensures each of the areas of learning are covered well. Children achieve a good awareness of diversity through a range of activities and resources that promote a positive outlook of the wider world.

Staff develop satisfactory relationships with parents. The induction procedures ensure staff tailor the children's admission to meet their needs. Staff request information from parents on children's requirements and starting points. However, there are inconsistencies as to how staff record and use this information in the assessments. Parents have the opportunity to speak to staff on a daily basis. Consequently, parents are able to continue the children's learning at home through highlighted activities. Staff are fully committed to providing an inclusive environment and offer good support to children who are learning English as an additional language. They work well in partnership with other professionals, to ensure children receive the ongoing support they need.

The well-established appraisal arrangements are highly effective in identifying staff training needs. Staff attend meetings and training to continually improve their childcare knowledge and understanding. Staff are highly motivated because the manager involves them in all aspects of decision making and planning. The manager and staff are enthusiastic and work hard together to improve the service. They are aware of their strengths and most areas for development, for example, to improve written communication with the parents to clarify children's needs. However, self-evaluation systems, while useful in driving progress and largely accurate, do not fully monitor the whole provision to ensure staff address all weaknesses.

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

Children are happy and form close relationships with staff and their peer group. Staff use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Consequently, children's behaviour is good. They engage in cooperative play and work together well. For example, one child helps another to sweep up the spilt lentils on the floor. Children

confidentially make their needs known, which staff value and respect, such as some children choose to learn outdoors. Children develop a sensitive awareness of diversity and the needs of others. A variety of creative activities promotes children's self-expression. They confidently explore with glue, modeling dough and paint.

Children develop good skills for their future. They gain confidence when using number as they count during everyday play situations. Staff effectively develop children's communications skills. The more able children are confident speakers and some young children use single words and gestures to communicate with staff. Staff respond to them with warmth and kindness, which in turn supports their self-esteem and confidence. Children make good progress in their information and communication technology skills through ongoing access to a computer.

Staff implement a good key person system and get to know the children very well. They plan activities around children's interests and capabilities. Each child has an assessment file, which contains some photographs and observations. However, the format staff use does not clearly and consistently link to the areas of learning to show all progress towards the early learning goals. This means there are some inconsistencies in identifying and planning for children's individual learning needs and the information shared with parents.

Timely reminders from staff help children to learn how to keep themselves safe as they tidy away toys. Children have a good awareness of how to avoid potential dangers and they use tools correctly when gardening. Staff promote children's health and well-being well. Children are encouraged to be healthy as they learn how to wash their hands. Snacks are healthy and include fruit and bread; this is a pleasurable, sociable event, as staff and children engage in meaningful conversations. All children are able to rest according to their individual needs and play both indoors and outdoors. Children develop a positive attitude to physical exercise. They learn about the importance of activity in a healthy lifestyle as they play freely outdoors and join in with organised activities. They gain good physical skills using a variety of large equipment on frequent outings, for example, to the park.

## 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	2
The effectiveness of the setting's engagement with parents and carers	3

### 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

<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

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](http://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
--	-----