

Wendell Park Pre-School

Inspection report for early years provision

Unique reference number	143815
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Inspector	Martha Darkwah

Setting address	Wendell Park School Annex, Cobbold Road, Shepherds Bush, London, W12 9LB
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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*.

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.

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Description of the setting

Wendell Park Pre-School registered in 1992 and is managed by the Pre-School Learning Alliance, a registered charity. It operates from a single-storey building in the grounds of Wendell Park School, Shepherds Bush, in the London Borough of Hammersmith and Fulham. Children have access to a secure, enclosed outdoor play area. A maximum of 16 children may attend the pre-school at any one time. It is open each weekday from 9.30am to 1.25pm during term time. There are currently 22 children in the early years age range on roll. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. The pre-school employs three staff, of whom two hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the welcoming, pleasurable atmosphere of the pre-school. They make good progress in most areas of development, given their starting points, and the staff team effectively meets their individual needs. Good relationships established with parents result in a valuable exchange of information. Effective links with other professionals benefit children, resulting in continuity of children's learning and their routines. Ongoing self-evaluation by senior managers identifies priorities for improvement. They demonstrate good capacity for improvement although a wholly collaborative team approach has yet to be fully established.

What steps need to be taken to improve provision further?

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

- extend children's access to further resources to support their interest in information and communication technology
- involve the whole team in the process of self-evaluation, with a view to securing a focused and collaborative approach to the targeting of priorities for improvement

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures are implemented effectively to help ensure the staff team is suitably experienced, vetted and meets qualification ratios. The staff team gives good attention to safeguarding children. Staff use risk assessments effectively to monitor safety issues and to help ensure they supervise children closely. Risk assessments are particularly thorough, including those for activities and outings. All records and documentation required for the safe and efficient management of the pre-school are in place and comprehensively maintained.

Play and learning resources are of good quality and effectively support most areas of learning. Staff work hard to create an enabling environment that encourages self-sufficiency in children and the choice of indoor and outdoor play opportunities. The varied range of activities reflects individual children's interests and encourages all children's enjoyment and participation. The staff team interacts very well with children, providing positive role models, encouraging enthusiasm and respect, and promoting children's self-confidence. For example, staff regularly encourage children to evaluate the range of activities they engage in so that they can include children's feedback in future planning. Staff monitor the children individually and in groups to help ensure that their progress is in line with expectations. Observations, assessment and planning arrangements enhance the learning opportunities that children receive.

Staff promote equality and diversity well. This is clearly demonstrated in innovative activity planning to enable children to learn about cultures and backgrounds other than their own. Staff value the unique qualities of every child and family and effectively promote inclusion across all aspects of the provision. Senior managers use self-evaluation well to monitor how things are progressing and target most areas for development. However, currently, the self-evaluation process does not involve all staff and parents, although regular evaluations with children positively encourage reflective practice. There is a clear vision for future development and ongoing improvement. Good use is made of resources, such as training and advice from the local authority.

Staff build good relationships with parents, who state they are very happy with the care provided. Parents receive good quality information about their children through discussions, meetings and newsletters that keep them up-to-date with planning and routines. Relevant information exchanged on targets for each child's learning helps parents to be involved in contributing to their child's learning journal. This also helps in supporting children's learning at home. There are good partnerships and well-established working relationships with other agencies. These enable the pre-school to work alongside other professionals as and when the need arises, in order to support children's individual needs.

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

Children are happy, relaxed, content and make good progress in their learning and development in relation to their starting points. They benefit from good interaction with friendly, supportive and caring staff. The varied range of activities that staff plan and provide reflects children's individual interests, encourages them to make choices and supports their learning through play. Staff members are skilled at adapting activities to help ensure effective challenges for all children. Staff plan interesting themes and topics that are used successfully to support all areas of learning. Planning is flexible and takes into account children's individual learning needs.

Children eagerly participate in activities of their choosing. For example, in the 'hairdresser corner', they put on rollers and hair clips and admire their reflections in the mirror. Children eagerly choose indoor and outdoor activities. They chat, giggle and laugh as they play, for example, when preparing plants for planting strawberries. They tell one another and staff stories and mark make using a range of media, such as chalk, charcoal or paint. Children effectively develop the skills that they need for future learning. They think critically, solve problems as they complete simple puzzles and explore numbers and shapes. They play with mobile phones and have access to toy cash tills and calculators, which helps them develop mathematical ideas. However, provision for young children to find out about and use information and communication technology is less robust.

Staff support children's learning and development well. They place particular emphasis on social development, increasing self-confidence and reinforcing a range of skills that children will use in later life. Children are consistently busy and interested in what they are doing, which results in respectful, calm and good behaviour. Children listen to staff and each other, ask questions, seek help when needed, share equipment and take turns with other resources.

All children learn good standards of hygiene. They follow routines that encourage awareness of their own health such as hand washing. Children enjoy physical play opportunities in the outdoor play area. They show good awareness of their own safety by walking safely indoors and when using climbing apparatus outdoors, knowing the boundaries and staying near staff. Equipment, such as balls and hoops, is available to children to use in the playground. Children engage in blowing and catching bubbles; others play in the sand and cooked pasta troughs. They have great fun participating in a game of swaying their bodies in hoops or rolling the hoops along. Staff challenge children and encourage them to pop the ever-flowing stream of bubbles with different parts of their bodies, such their nose, fingers and elbows.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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