

Ravenscourt Park Pre School

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*.

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

Ravenscourt Park Pre School is managed by the Pre-school Learning Alliance. It opened in 1985 and operates from a purpose-built, single-storey building within Ravenscourt Park, in the London Borough of Hammersmith and Fulham. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9am to 4pm Monday to Thursday and 9am to 2.30pm on Friday, during term time only.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 20 children aged from two to under five years on roll. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. The pre-school supports children who speak English as an additional language. It employs three staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school welcomes children and parents into this caring and friendly environment. The effective key person system and good relationships with parents and other professionals contribute towards meeting the individual needs of children. Overall, children make good progress towards the early learning goals. Effective leadership helps to ensure that practice is regularly reviewed and results in positive improvements that benefit children. This demonstrates the pre-school has a strong capacity to maintain continuous improvement to outcomes for children.

What steps need to be taken to improve provision further?

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

- encourage the sharing of photographs of children's families, friends, pets or favourite people to develop a sense of belonging in the community
- provide equipment to offer physical challenge to children at different levels of development.

The effectiveness of leadership and management of the early years provision

The manager and her staff have a secure knowledge and understanding of safeguarding matters. They implement robust policies, strategies and child

protection procedures that help to promote children's welfare. Staff carry out detailed risk assessments of the premises and for outings to effectively identify and minimise hazards to children. Staff are particularly vigilant when children play outdoors. Robust recruitment procedures help to ensure that all staff are suitable to work with children. The manager competently maintains all documents and records required for the safe and efficient running of the pre-school and that help support children's welfare.

The manager provides good quality care for children. She communicates her ambitions effectively to her well-motivated staff. Together they reflect upon their practice and identify areas of strength as well as those needing development. For example, they have plans to introduce regular parent's meetings where they can formally share information about a child's progress. The manager has successfully addressed all the issues raised at the previous inspection that took place before her appointment. The resulting changes made have had a positive impact on children's safety and health. The manager includes parents in the self-evaluation process and welcomes their feedback. As a result of a suggestion made by parents, the pre-school is arranging visits from 'people who help us' in the community. Staff attend further professional training to develop their knowledge and skills.

Staff create a warm and friendly atmosphere. They form good working relationships with parents. This enables each child's key person to gain an in-depth and accurate understanding of children's unique needs and how to meet them effectively. Parents and staff exchange relevant information on a daily basis to help ensure children receive appropriate and consistent care. Parents have access to their child's development record in order to monitor their progress. At the inspection, parents commented on how happy their children are at the pre-school and that there are good levels of communication with staff. Written comments on parent questionnaire forms state how they have noticed their children making progress in their learning. The well-established partnerships with external agencies and services contribute towards ensuring children receive the individual support they need. All parties share and use information effectively and this helps to promote children's achievements and well-being.

The pre-school actively promotes equality and diversity. Staff have a good knowledge and understanding of each child's background and needs. All children and staff benefit from, and enjoy, celebrating the customs and traditions of a variety of cultures and faiths. Parents regularly share their experiences of festivities and this enables the celebrations to be authentic and accurate. Staff value and respect all children, and make them feel special when they celebrate their birthday. Overall, the pre-school has a wide range of suitable resources and equipment that are used well by staff to achieve the planned goals in all areas of learning. Staff deploy themselves effectively across the room and garden to promote children's safety and support their learning.

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

Children enjoy their play and become active learners. They are keen to engage with the activities provided or make up their own games with their friends.

Observations enable staff to assess the stage of development of their key children and identify the next step in their unique learning journey. Staff make sure that each area of learning is included in the planning. They provide a wide range of activities that enable all children to make good progress. Children's individual scrapbooks are illustrated with photographs and clearly show their steady development.

Children develop well in the skills they need to secure future learning. They show good communication and language skills. They enjoy accessing books and listening to stories. Children use a broad range of tools such as pencils and paintbrushes that enable them to develop good early writing skills. Numeracy is included in the everyday routines. For example, children count how many of them are sitting at the table. The computer enables children to learn the skills necessary to operate information and communication technology. They enjoy using the mouse to play simple computer games. Children have great fun looking at mini-beasts through magnifying glasses and squeal with excitement as the creature tries to escape. The pre-school's 'rainbow weeks' help children develop a good understanding of the importance of healthy eating. During these weeks, children eat fruit of a particular colour. For example, they enjoy grapes and plums during the purple week. Parents support this initiative by supplying the appropriate colour fruit. Children confidently talk about how fruit is good for them and that sweets are not. They understand the importance of washing away germs before eating and at other relevant times. Children have fun and enjoy regular physical exercise in the garden. They have plenty of space to run around and ride bikes. However, suitable equipment is not available to offer physical challenge to older or more confident children.

Children show good levels of confidence and the ability to make choices as they independently select resources. They are developing a strong sense of belonging in the pre-school. However, staff are not fully extending children's awareness of being members of a wider community through the use of resources such as photographs. Staff create a calm, harmonious and nurturing environment. As a result, children behave well in the pre-school. They are relaxed and confidently approach the kind and caring staff to express their needs. They learn simple rules, such as taking turns and being kind to each other. Learning these rules supports children's feelings of security because they know what is expected of them. Children develop a good awareness of how to keep themselves safe because staff talk to them about 'stranger danger'. Children also participate in routine fire drills.

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

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