

# Pre-School Academy

Dawlish Drive, Ruislip, Middlesex, HA4 9SF

## Inspection date

10/10/2012

Previous inspection date

16/05/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The management team effectively monitor the nursery, particularly in respect of the educational programme. This benefits children, with all making good progress in relation to their starting points at entry and their capabilities.
- Children are eager to learn and show great interest in the activities and resources. Staff are fully aware of children's interests and incorporate these into planning, which is flexible and responsive to children's needs.
- Children receive very good levels of support in relation to their personal, social and emotional development. Staff have formed secure attachments with children, and an effective key person system is in place.
- Children's safety and well-being is given high priority as staff are vigilant in monitoring visitors to the nursery. Good procedures are implemented by staff, which helps to identify and limit children's access to potential hazards.

### It is not yet outstanding because

- Children who are more able do not always have opportunities to play and extend their physical skills outside.
- Staff do not always make the most of opportunities to support children to hear their home languages spoken within the nursery.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector, registered person/manager and assistant manager undertook a joint observation of a teaching activity.
- The inspector talked with some staff and parents and held discussions with the registered person/manager and assistant manager.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

## Inspector

Victoria Vasiliadis

## Full Report

### Information about the setting

Pre-School Academy registered in 2010. The nursery is located in a residential area of Ruislip in the London Borough of Hillingdon. The nursery is open Monday to Friday from 7.30am to 6.30pm for 51 weeks of the year, excluding public holidays. Children under two years of age are cared for in the downstairs areas of the building with a separate room available for babies. Children over two years of age are cared for in the upstairs areas of the building, which is divided into two areas. There is access to an enclosed outdoor area.

The nursery is registered on the Early Years Register. There are currently 57 children on roll within the early years age range, who attend various sessions. The nursery receives funding to provide free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are 21 members of staff employed to work directly with the children, including the registered person/manager. Of these, 15 hold appropriate early years qualifications and six staff are currently attending further training.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- strengthen children's communication and language skills by sharing stories, songs and rhymes in children's home languages
- develop children's physical skills by providing a range of large play equipment that can be used in different ways outdoors, such as boxes, ladders, A-frames and barrels.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff talk to parents about children's likes, interests and capabilities when they first start and also ask parents to fill out forms about their child. Staff record children's achievements frequently through observations and photographs, which are kept in children's 'learning journals'. These journals are readily available to parents. In addition, each child has their own individual development plan, which focuses specifically on their all-round development and next steps in learning. Planning is flexible and adapted to respond to children's individual interests and experiences. For example, when children see an adult making repairs in the nursery, they develop an interest in construction. Staff skilfully extend their learning by adapting an area of the room with relevant toys and resources. These include spirit levels, hard hats, hi-visibility jackets and a cement mixer with sand. As a result, children learn because staff effectively build on their interests and curiosity. Children take delight in building using foam bricks and adding items to the cement mixer. They also have opportunities to dress up as characters from books and television programmes. The learning environment offers a wide range of materials and

resources that add depth to children's experiences.

Staff use good teaching techniques, have high expectations of children, engage and motivate them. This has positive benefits on all children, who make good progress in their learning and development. Children are keen to learn and show great curiosity. They thoroughly enjoy exploring in the 'Eco' garden where there are conversations about scarecrows, what they can see in the mud and the plants. Children of all ages access the outdoor area, they practise their balancing skills as they navigate the tree trunks. They enjoy running around and playing with the ride on toys. However, the more able children have fewer opportunities to extend and challenge their physical skills.

Children have good opportunities to promote their independence skills. The nursery is organised well to encourage children to be independent. Children's pegs are at low-level so that they can hang up their coats and other belongings independently. Children enjoy the opportunity to serve themselves at mealtimes. Staff present resources attractively and these are stored at low-level, in units that are labelled with words and pictures. This enables children to lead their own play and make choices.

Staff work well with parents to help ensure that children learning English as an additional language are well supported. Parents are encouraged to share information about their home languages and key words with staff. Children have good opportunities to see different language scripts in their environment. There are posters that represent greetings in a variety of languages used in the nursery and the community. Some staff who are bilingual talk to children in their home languages, particularly when they are upset or need comforting. However, staff do not always enable children to explore their home languages, for example, through songs and stories.

Children receive good levels of support in respect of their communication and language skills. Staff join in conversations with children, introduce new words and pose open-ended questions. For example, they talk about caterpillars and children are encouraged to think about what happens when they emerge from cocoons. Children have good opportunities to develop their early writing skills as they make marks using sand, pencils, crayons and chalk. They take great delight in looking at books and eagerly take books to adults to read. Children's mathematical skills are supported by staff who introduce lots of language to develop their understanding. Children learn to count everyday objects, such as, the amount of chairs needed at mealtimes. Staff introduce simple addition and subtraction as children are encouraged to see if they have enough chairs or too few. Overall, children are developing a good range of skills to prepare them for their future learning.

### **The contribution of the early years provision to the well-being of children**

Children's safety and well-being is given high priority. Staff conduct daily checks on the premises and effective risk assessment procedures are in place. Staff are well deployed, which helps to ensure that children are supervised, safe and well supported. Robust recruitment procedures help to ensure that adults caring for children are suitable to do

so. Staff monitor visitors to the premises, and any individuals not vetted, do not have unsupervised access to children.

Children learn the importance of following routines that support their understanding of self-care. For example, staff question children when they sit down for meals, before washing their hands. Children remember that they must first wash their hands and eagerly go off to do so. Staff talk to children about why they must wash their hands, and why they are asked to use tongs to serve food. As a result, they develop a clear understanding of good hygiene. Staff are fully aware of children's dietary requirements and as a result, children's health is well maintained. Mealtimes are a social time and used to support and enhance children's learning. Children are encouraged to taste different foods and do so. For example, a child who said that they had never tried cucumber did so. The nursery has achieved a five star rating from their environmental health department. Staff preparing food have completed appropriate food hygiene training. This helps to ensure that children's good health is promoted.

Staff manage children's behaviour in a calm and sensitive manner. They consistently use positive language to help children understand what acceptable behaviour is. Staff talk to children about being kind to one another and using gentle hands, instead of hurting their friends. Children receive lots of positive praise and staff are specific in their responses to children's behaviour. For example, they thank children for sharing with their friends and for using their words, instead of hitting one another. This helps children to understand the behaviour expectations and fosters their social and emotional skills. An effective key person system is in place, which helps children to feel secure and confident. Children have opportunities to learn about their own and others cultures. For example, photos of the children's families are displayed at low-level, which they enjoy looking at. Children display a sense of belonging and appear settled and happy. Staff work well with parents to ensure settling-in procedures are adapted to meet children's individual needs. Consequently, children are well prepared for the next stage in their learning.

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

The management team and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Effective induction process are in place and all new staff are required to familiarise themselves with policies and procedures. All staff receive good levels of support in respect of their personal needs and professional development. The arrangements for safeguarding children are effective. Staff are clear of the reporting procedures and the possible signs to be alert to. Most staff have completed child protection training. There are additional refresher courses planned for all staff. This helps to ensure that staff are fully aware of child protection issues and children's welfare supported. Children receive good levels of support and they are supervised well. Staff follow the required procedures to promote children's safety, including maintaining effective accident records. The nursery has created an environment that is welcoming, safe and stimulating for all children.

The management team are committed to developing their service. They recognise and value the importance of self-evaluation and thorough processes are in place. The management team is able to identify the strengths and weaknesses of the provision. For example, they have plans to develop the outdoor area to include all areas of learning. They have a plan, which will involve children and parents in the improvement of the garden. The management team works closely with staff from the local authority, actively seeking advice and acting on it to improve the nursery. In addition, the nursery is part of their local authority lead practitioners initiative scheme. This enables the lead practitioner from the nursery to share practice issues with other establishments. This has a positive impact on children's learning and development. Staff are encouraged to attend regular training courses and to develop their professional qualifications. As a result, staff continue to develop and improve their skills and knowledge. Since the previous inspection, the management team and staff have addressed all recommendations. This has had a positive impact on children's learning and development. The management team are proactive and have effective systems to monitor the educational programmes. As a result, the nursery continues to sustain good levels of care and education for all children.

Staff follow effective systems to promote partnership working with parents and others. There are informative notice boards in place, which provide parents with information about the Early Years Foundation Stage, policies and procedures and details about the staff caring for children. All parents have opportunities to meet with staff to discuss their children's achievements and progress. The nursery has developed links with the surrounding schools and complete transitional documents when the children leave their care. In addition, the management team are very proactive and organise and chair meetings. This is particularly so, where there are external agencies and other professionals involved in the care and education of children. Consequently, the nursery is able to support the needs of all children, where intervention is required.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY419610
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	885190
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Mundeep Lotay
<b>Date of previous inspection</b>	16/05/2011
<b>Telephone number</b>	07961128877

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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