

Midsummer Park Pre-School

Midsummer Park Childrens Centre, 292 Staines Road, HOUNSLOW, TW4 5BA

Inspection date

Previous inspection date

12/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 pre-school is well organised and runs smoothly because of the good team work from staff. They are deployed well to supervise and join in with children's play.
- Children with special educational needs are supported very well. Staff work closely with outside professionals and the sharing of information between parents and key person's contribute to the consistency of care and learning for all children.
- The manager shows dedication to her role and is well aware of her responsibilities. She is aware of the pre-schools strengths and areas to be developed, resulting in continuous improvement of the provision.
- High priority is placed on tracking children's development to ensure they are making good progress in their learning.

It is not yet outstanding because

- Staff engage in regular communication with the children, asking many questions however on occasion, opportunities are missed to extend children's thinking and learning helping them to think critically and explore their ideas.
- The role play area is used well to promote children's imaginative play. However at times lacks appeal as staff have not been creative in resourcing the area with interesting and real life items.

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 and staff both indoors and outdoors
- The inspector held a meeting with the manager
- The inspector looked at assessment records, planning documentation, evidence of staff suitability and qualifications
- The inspector spoke to parents and took their views into consideration
- The inspector completed a joint observation with the manager

Inspector

Katie Dempster

Full Report

Information about the setting

Midsummer Park Pre-School registered in 2012. It is one of two pre-schools owned and run by the same co-providers. The pre-school operates from Midsummer Park Children's Centre in Hounslow Central, within the London Borough of Hounslow. The single storey building is newly constructed and the pre-school occupies a self-contained part of the building. Children have use of a large playroom with toilet facilities directly accessed from the playroom and an enclosed outdoor play area which is partially covered for all weather use. The setting is registered on the Early Years Register and offers places for 24 children. There are currently 56 children on roll. Sessions run each weekday during term time, from

9.10am to 12.10pm and from 1pm to 4pm.

What the setting needs to do to improve further

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

- help children expand on what they say through the use of open ended questions, model being a thinker and encourage children to explore ideas and make links
- provide a variety of familiar resources in the home corner reflecting everyday life, such as magazines, real kitchen items or washing materials.

Inspection judgements

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

The atmosphere in the pre-school is calm and organised. Children arrive happy and quickly become engaged in their chosen activity. Staff are deployed well and are very conscious of ensuring all children feel included and considered. Staff frequently ask children how they are, what they are doing and if they want to join in with an activity. On occasions however, staff miss opportunities to extend children's learning during play. For example, when playing a colour and shape matching game, staff do not ask children where else they could see the colours or shapes around the environment, to challenge their thinking.

Staff establish children's level of development when they first start through discussions with parents, information gained through 'all about me' forms and initial observations from children's first sessions within the pre-school. Staff place high priority on the progress children make and systems for tracking children's progress are meticulous. Staff plot children's progress on tracker sheets, planning and local authority approved tracker books. This ensures key persons are well aware of their children's current developmental stage, helping them to plan effectively for the next stage in their learning. As a result, in the short space of time the setting has been operating, children are making good progress in their learning.

Staff provide experiences to cover all areas of learning, indoors and out. The 'free flow' environment allows children to move freely between the indoor and outdoor environment. Outside, children enjoy digging in the sand pit, riding tricycles and painting. Staff encourage children to explore their environment as they point out the fallen leaves on the ground and the low flying aeroplanes overhead. These conversations help children learn about the world in which they live. Children also enjoy activities relating to different

festivals and enjoy reading books reflecting different cultures. Children have many opportunities to engage their imaginative skills. They thoroughly enjoy pretending to be hairdressers as they comb a staff member's hair and use pretend hair dryers and curling tongs. The member of staff talks about going to a party and asks the children if they use the different play resources at home. The home corner regularly changes into different scenes to maintain children's interest and encourage their imaginative play. However, the current home corner lacks appeal, as children do not have access to a range of interesting, real life resources to facilitate their imagination and enable them to relate their play to real life experiences. The attractive book corner with a range of books and cosy novelty cushions invites children to sit and explore the books. They handle the books with care and show a good understanding of how to handle them. Children have regular access to mark making as they draw with chalk on the chalkboard both in and outdoors. They also learn that print carries meaning as they read instructions on the computer of how to play the different games. Children enjoy messy play as they make papier-mâché masks. They enjoy the feel of the glue mixture on their hands and have fun exploring how it drips and is 'squidgy' between their fingers.

There are highly effective systems in place to support children with special educational needs and/or disabilities. Staff work very effectively in partnership with parents and other agencies. For example, the setting has been instrumental in facilitating local authority learning and development sessions with children requiring additional support. High priority is placed on sharing information to ensure consistency of care and learning for the children. This supports staff in being able to identify and implement targeted individual educational plans for children, in readiness for school. All parents are encouraged to contribute information about their child and staff keep them well informed about the progress their children make. Furthermore, parents are given ideas for continuing children's learning at home.

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

Children display good levels of confidence, which is a result of the secure attachments children make with their key person in helping them feel safe to explore in their surroundings. Staff adjust settling in procedures to respond to the needs of each child. For example, changing the allocated key person if a child makes a strong relationship with another member of staff. Key persons use the information they gather on each child to support their detachment from their parents or carers. Knowing what the child is interested in and enjoys doing at home, helps staff to encourage children to join in with activities and become confident in their new surroundings. This growing confidence to become independent also helps to prepare children for the next stage in their learning, for example, leaving for school. Staff further support this transition through the use of stories about change and journeys and through encouraging children to be widely independent during their time at the pre-school.

Children behave well and staff help them understand how to behave appropriately. Staff use visual aids to ensure all children understand these concepts. For example, sand timers are used near the computer. Staff show children that when the sand runs out it is time to

give someone else a turn. Children respond very well to this technique and happily move away when their turn has finished, showing children's understanding of the need to share and take turns. Staff show they have high expectations of children, as they play a key role in the daily routine. For example, at snack time, children choose when to come and eat, cut up their own fruit and pour their drinks, to which staff offer lots of praise. Children take ownership of their personal hygiene as they independently access the sink to wash their hands before snack and after garden play. They competently wash and dry their hands, putting the paper towels in the bin afterwards. Staff talk to children about using energy as they run around outside and make reference to healthy options on displays around the environment. Children's understanding of safety is promoted through discussions from staff during everyday play. Staff explain why safety is an important factor in handling tools, such as scissors and in the home corner staff use the play resources to help children learn about safety outside the setting, for example, how real irons can be very hot and should not be played with.

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

Leadership and management are effective, which enables the pre-school to run smoothly. The manager has a firm understanding of her responsibilities to ensure that the provision meets the requirements of the Early Years Foundation Stage. The manager is committed to building a strong staff team. Staff are supported in their professional development through formal supervisions and appraisals. This provides opportunities for managers and staff to discuss performance, areas for development and any training needs.

Arrangements for safeguarding children are securely in place. Clear policies and procedures contribute to the safety and welfare of the children, including a thorough safeguarding policy. Staff are clear about safeguarding and have all received training in child protection. They have a good knowledge and understanding of what to do if they have concerns about a child in their care as well as the procedures to follow should an allegation be made. Recruitment and induction procedures are robust, resulting in children being cared for by suitable and qualified staff.

Self-evaluation is effective as the manager has accurately identified areas in need of development as well recognising particular strengths of the pre-school. For example, improving interaction with children and the effectiveness of the support for children with special educational needs. The pre-school receives regular visits from local authority advisors who are able to support the continuous improvement already in place. Furthermore, the pre-school has begun a local authority self-evaluation scheme that supports settings to be self-reflective, further contributing to the on-going improvement of the pre-school.

Staff work closely with other professionals involved in children's development to ensure a consistent approach. Partnership with parents is well established. The staff team are welcoming and provide many opportunities for parents to be involved in their children's learning. Parents state they are very happy with the level of care provided, giving much

praise for the supportive staff. Parents have access to much information including notice boards displaying information about the Early Years Foundation Stage, setting plans and photographs of children enjoying their time at the pre-school.

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

Unique reference number	EY446720
Local authority	Hounslow
Inspection number	797900
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	56
Name of provider	South Bedfont Playgroup
Date of previous inspection	Not applicable
Telephone number	077909112817

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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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