

# Just For Me Preschool

Greenford Baptist Church, Beechwood Avenue, Greenford, Middlesex, UB6 9UA

## Inspection date

19/11/2012

Previous inspection date

14/11/2008

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Partnership with parents is effective, there are suitable methods of communication to keep them informed; there are opportunities for parents to meet with staff to discuss their child's progress through organised meetings. Relevant information displayed in the entrance area tells the parents about the setting including the staff who work there and legal documentation.
- Staff work well as a team, they are deployed in designated areas where they engage and interact with the children, they take on specific roles and develop skills within those roles.
- The setting provide free flow opportunities for outdoor play, they creatively use the garden area to encourage children to learn across all areas of learning.

### It is not yet good because

- There are fewer opportunities to support children's communication and language skills particularly for those children who have English as a second language. The organisation of circle time does not always meet the needs of all children and as a result some do not listen and distract others.
- The monitoring and evaluation of the educational programme and daily routine is not effective, as a result there is less depth to some activities provided and the organisation of some parts of the daily routine does not engage and attract children, for example on occasions when children arrive not all activities are fully set up.

- The risk assessment does not include all hazards accessible to children within the environment.

### 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 undertook observation on the children and staff engaging in activities.
- The inspector spoke to parents whose children attend the setting.
- The inspector sampled documentation.

### Inspector

Maria Conroy

### Full Report

#### Information about the setting

Just For Me Preschool was registered in 2007. It operates from the Sunday Club room at the Greenford Baptist Church, The preschool is located within the London Borough of Ealing. There is a secure, enclosed garden for outdoor play. The preschool is registered on the Early Years Register. There are currently 47 children on roll, in the early years age group. The preschool operates each weekday from 9.15am to 3.45pm throughout the year, except, for two weeks closure at Easter, and Christmas, and six weeks closure during the summer. The setting supports children with English as an additional language and children with learning difficulties and/or disabilities. The pre-school is registered to

receive funding for the provision of free early years education for children age two, three and four years. The preschool employs five members of staff. All staff hold appropriate early years qualifications. The manager holds Early Years Professional Status. The setting receives support from the early years development workers in the local authority and they are members of the Pre-School Learning Alliance.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- provide opportunities to further support children's communication and language skills by a) talking to them about what they are doing, so that they understand the meaning of words; b) using props, such as puppets and pictures, to engage children and encourage them to listen to stories; c) reviewing the organisation of circle time to enable children to be in smaller groups with their key person
- incorporate into the risk assessment how the risk associated with the hot radiators and pipes in the play area, will be removed or minimised.
- improve existing systems for monitoring and evaluating consistency in planning and teaching throughout the organisation of the activities and the implementation of the daily routines.

### **Inspection judgements**

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

Children use the garden to promote all areas of learning, they count the number of CD discs displayed on the wall, they look for creatures, they enjoy cool drinks with their friends during the warm weather and they make marks on the wall using chalks.

Role play areas, such as the home corner, reflect some of the children's cultural backgrounds. This results in enabling the children to learn about other people's lives. They have some opportunity to use puppets to talk about how they are feeling and they are encouraged to be kind to each other. Although children have positive relationships with their key person, there are fewer opportunities for children to be involved in group activities with their key person.

Independence skills are encouraged to help prepare children for their next step in their development. For example staff praise children when they manage to put on their coat. Most children independently go to the bathroom to wash their hands after painting.

Children get their own aprons and staff support them in putting them on and taking them off. They make choices about the snack they want to eat from the self-service snack bar that operates during the session. As a result children's personal social and emotional development is supported.

Coloured milk cartons hang on a string in the garden, which children count, enabling them to see numbers in their environment. This encourages them to learn about the correct formation of numbers. They become familiar with the names of different shapes, they count the number of sides and work out where they go in the puzzle. Children count for a purpose and they share the 'pom poms' with their friends.

Children express and design using a range of resources. They look in the mirror at their faces and they use a variety of materials to create a vision of what they think they look like. They use skin colour paints, straws, wool and bottle tops to make their designs. They explore different textures, such as paint and shaving foam, and they sing a variety of songs.

Children are learning to use different types of technology. They listen to stories on compact disc players, they take photos with a digital camera and go to the shop to get them printed. Children take part in various celebrations throughout the year. At Christmas time parents bring a dish to reflect their culture to share with the other children and their families. In the home corner, there is reflection of various cultures, such as the dressing up clothes and dolls with different skin colours. Children investigate outdoors they find creatures and share the event with their friends.

Children mark make for different reasons, they use chalk on the wall in the garden, they write the first letter of their name in paint on the table, they look up into the sky and spot that the aeroplane has made the letter X. Children are helped to recognise their own name in the self registration system when they arrive and they have opportunities in the home corner to write for a purpose.

Staff read stories at circle time, however, they do not always use puppets or other props to engage the children, therefore not all children listen to the story. Staff ask open-ended questions to encourage children to think. They make play dough and staff ask them, how does it feel? They respond and staff support them in the use of descriptive words to enhance their vocabulary. However, staff are not consistent in taking the opportunity to model language by describing what children are doing, so that they learn the meaning of words. This is particularly important for children who speak English as an additional language.

The staff have completed training on the revised Early Years Foundation Stage. As a result, they reviewed the environment and the systems for planning. They use focus activities to promote children's individual learning needs. Free choice activities are used to support children's development across the different areas of learning. All staff contribute to the planning and incorporate their key children's needs which link to their interests and development. Regular summary reports for each child are undertaken and key persons share their findings with parents. Staff are aware of the need to carry out checks for two-year-olds. Overall, children show the characteristics of effective learning. They find ways

to solve problems, generally concentrate on what they are doing and they represent their experiences in role-play. The skills children acquire sufficiently prepare them for moving on to their next place of learning, such as school or nursery.

Partnership with parents is effective. They verbally communicate by means of their home link book. There are regular opportunities for parents to find out how their child is doing each term through a summary report. Once a year staff meet with parents to discuss their child's overall progress and gain feedback from parents. 'My shining star' enables parents to share with staff any thing the child has achieved at home or has indicated they are interested in. Staff then incorporate this into their planning. Coffee mornings enable staff and parents to interact socially. All new children receive a home visit during which information is shared with the parents. The preschool has begun to get this information translated into other languages to assist the parents who attend. Parents comment how they like the setting, they find the staff friendly and their child enjoys going. They are aware of their child's key person and would be happy to liaise with that person if they wanted to discuss any issues.

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

Children's behaviour is satisfactory and staff manage children's behaviour sufficiently, acting as positive role models. However, on occasions, some children disrupt circle time because they are not fully engaged in the activity provided. This is due to the ineffective organisation of the group. Children take part in games to promote co-operation, such as rolling the ball to each other. They are learning to share and take turns through the daily routine and activities provided. They wait their turn as they make the play dough and they understand they have to take it in turns to use the easel. Staff encourage quieter children to take part in activities, by inviting them to play with them. Children are encouraged to tidy up the toys before the end of the session, which helps them to gain a sense of responsibility and learn to value the resources they use.

The setting implements the key person system, which includes home visits prior to children starting their placement. This enables staff to find out key information about individual children to enable them to plan and prepare for their arrival. Clear settling in procedures enable parents and carers to stay with their children during the first week. This gives them a chance to gain trust in the staff team and find out what their child will be doing. Once children begin to attend on their own key persons provide reassurance and cuddles. When children get upset staff gently respond 'mummy will come soon'.

Children are beginning to learn about a healthy lifestyle. They have regular opportunities to play outdoors. They engage in many physical activities, such as jumping, balancing, driving cars and riding scooters. Staff provide parents with advice on the content of lunch boxes to encourage children to bring healthy food options. Children enjoy healthy snack options, such as bread sticks and fruit, and they choose a drink of milk or water. Children are encouraged to wash their hands when they finish their art and craft activities and before snack time. Children are learning to stay safe, they enjoy visits from the local police to talk to them about the role they take. The children are encouraged to take calculated

risks in a safe environment, such as balancing on tyres.

The setting has suitable systems in place to prepare children for their transition to school or nursery. They organise for the staff from the local schools and nursery to come and visit the children in a familiar environment. Children also visit their new schools, meet the staff, and see their new classrooms.

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

The provider/manager demonstrated she has a suitable understanding of issues related to safeguarding. Both she and the deputy have completed safeguarding training, which enables them to update their knowledge of steps to take in the event of having to make a referral. The provider/manager has updated safeguarding procedures, in line with recent changes to legislation and they now refer to mobile phones, cameras and internet use. This provides boundaries for staff so they are clear on what is acceptable and how they protect children by following these procedures. The setting completes risk assessments on the areas used by the children and includes the activities they participate in. However, they do not identify all the hazards, in particular those associated with the temperature of the radiator and the pipes surrounding the book corner area.

There are suitable systems in place to undertake regular supervision of staff and yearly appraisals. As a result staff can identify training they would like to attend and the provider/manager can see where further support is required. There is opportunity for the provider/manager to mentor staff and this gives them confidence and reassurance in their practice; staff also attend ongoing training which updates their skills and some staff have gone on to gain a professional qualification.

The setting works in partnership with the local authority development workers, and together they identify areas for further development. As a result, an action plan is in place and this highlights all areas of practice the setting is currently working towards. The areas for development identified at the previous inspection have generally been met. The setting gains the parents views through means of a questionnaire and they also verbally interact on a daily basis with each family who attend.

The systems for monitoring and evaluation are not fully effective. The provider/manager has begun to use systems to track children's progress and to identify areas where there are gaps. However, this is in its very early stages of implementation. The staff team meet every week to plan for the children. During this time they discuss previous activities and whether the learning intentions are met for those children. However, the setting do not always evaluate critically as to how they can improve the organisation of the routines or activities to make them more effective and challenging for the children. For example, during circle time, due to the large numbers it is difficult to engage the whole of the group throughout this part of session.

The setting currently has no children who have other professional input. However, they

have in the past worked closely with the local area special educational needs co-ordinator to plan activities and support individual children.

## 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

EY364903

<b>Local authority</b>	Ealing
<b>Inspection number</b>	815510
<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>	24
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Chantelle Leian Mason
<b>Date of previous inspection</b>	14/11/2008
<b>Telephone number</b>	07984 713 728

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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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