

Parkview Lodge Pre-School

Parkview Lodge, Senior Street, London, W2 5TL

Inspection date

Previous inspection date

08/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- The key person system is effective; staff know the children very well and help them form secure attachments, enabling them to feel safe and secure.
- Partnership with parents is positive; they are well informed about their child's progress and staff work with them to plan for their child's individual development.
- Children settle well and develop confidence and reassurance; they arrive happily, separate from their parents easily and quickly engage in play.
- The staff team are consistent; they work well and take on responsibility for different roles within the organisation.

It is not yet good because

- systems for the induction of the parent committee have yet to be developed to enable them to be familiar with the roles and responsibilities they take on.
- staff questioning does not always extend and support children's learning.
- the monitoring and evaluation systems are not fully effective; as a result, weaknesses are not always identified. Therefore, a clear action plan has yet to be devised to identify areas that require development and improvement.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector undertook observation on the children and staff engaging in activities.
- The inspector spoke to parents to gain their views.
- The inspector spoke to the chair-person of the parents committee.
- The inspector sample documentation.

Inspector

Maria Conroy

Full Report

Information about the setting

Parkview Lodge Pre-school re-registered in 2012, due to change of management. The pre-school has been in operation since 1998 and is located in Westbourne area, in the London Borough of Westminster. The pre-school operates in a two-storey building. There are two main play rooms, toilets, a nappy changing area and kitchenette on the ground floor, with an office and kitchen on the first floor. Children have access to a secure outdoor play area. The pre-school is open during term time on Monday to Friday for children aged 2 to 5 years from 9:00 to 3:30. Children can attend two sessions from 9:00 to 12:00 and 12:30 to 3:30. The pre-school supports children with English as an additional

language and children with special educational needs 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 pre-school employs six members of staff. All but one member of staff hold an appropriate early years qualification. The pre-school is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

What the setting needs to do to improve further

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

- shape teaching and learning experiences, increasing the emphasis of adult interaction given to support children's spontaneous play and chosen activities, both indoors and outdoors, by improving the way in which staff use open ended questions to enable children to think critically and improve and extend their learning.
- improve existing systems for monitoring and evaluating consistency in planning and teaching throughout the organisation of the activities, particular the outdoor area and the implementation of the daily routines.

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

- devise procedures for induction of new parent committee members to clearly inform them of their roles, responsibilities and duties within the management organisation, so that accountability arrangements are clearly understood by everyone.

Inspection judgements

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

Some staff have completed training on the revised Early Years Foundation Stage. They are beginning to review the systems for planning and assessment. Staff use observations they have undertaken in order to identify children's individual learning plans, which are then agreed and discussed with parents. The setting is beginning to introduce the two-year-old checks and will use these, along with their observations to involve parents in the assessment. Planned activities linking to different themes are aimed at the different ages of children attending. Free choice activities, both indoors and outdoors are used to support children's development across the different areas of learning. However, staff interaction is not always effective and supportive of children's learning. For example, in the outdoor area, staff take on more of a supervisory role responding to children's practical needs. All

staff contribute to the planning and incorporate their key children's needs, which link to their play plans and interests.

Overall children are beginning to show the characteristics of effective learning. There are a suitable range of resources to enable a variety of activities to be offered across the areas of learning. The pre-school promotes children's literacy skills. Displays indoors show number and print and books are available for children to access easily. Children enjoy listening to story time, where staff skilfully use large books, props and different voices to engage and maintain children's interest. There are opportunities for children to see and recognise their names on their arrival, as they self-register and post their names through a post box displaying their key person's photo.

Staff support mathematical concepts; they help children fitting jigsaws together by encouraging them to try different ways. They sit at the children's level, encouraging them to count, some of whom manage from one to twenty with support. Children are asked about shapes when they use play dough. When they count the pieces of cake in the role play area, staff ask children what shape they have made. Children enjoy playing outdoors; however, staff do not fully support and extend child-initiated activities by asking open ended questions to help children think critically. Although there are resources available outdoors, these are not fully extended to enhance and support children's play. For example, there are no visual props to support children when they use chalk on the large board and there are few props to support children's imaginary games.

Partnership with parents is effective. Staff verbally communicate with parents on a daily basis and there are regular opportunities for parents to find out how their child is doing each term. Events throughout the year enable parents to contribute to the pre-school by fund raising, or when the group are celebrating festivals. Parents comment their children love coming to the group, they are happy to go in and never want to leave. Parents feel they are well informed about what the key person is working on with their child and have the opportunity to meet with them to discuss this. This enables parents to be involved in their child's learning as they follow up those areas at home. Newsletters and a notice board enable parents to be kept updated with any other general information. They are aware of their child's key person and are happy to liaise with that person if they want to discuss any issues.

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

Children's behaviour is generally good staff manage children's behaviour sufficiently, acting as positive role models. Staff use egg timers to demonstrate to children how popular resources are shared for certain periods of time. Children are learning certain boundaries, for example when they drive the cars in the garden they all go in the same direction to prevent crashing. They are encouraged to tidy up the toys to teach them how to care for the resources.

The pre-school implements an effective key person system, which includes getting to

know their children during a settling in visit. This enables staff to find out key information about individual children to enable them to plan for the child. During this time, information is shared with parents to enable them to get to know the pre-school and how it operates. Children are observed to feel safe and secure with the adults who care for them; consistency of the staff team helps support children in feeling safe. Children are given reassurance and cuddles when they need it, particularly when they have been off sick for a while. Children are given opportunities to develop independence skills by hanging up their coat, putting it on to go in the garden and making choices about the activities they engage in.

Children are beginning to learn about a healthy lifestyle. They have regular opportunities to play outdoors. They engage in many physical activities, such as balancing, driving cars and riding scooters. Children enjoy healthy snack options, such as fruit, with fresh water available throughout the day. Children are encouraged to wash their hands before snack time; however, staff miss learning opportunities. For example, staff do not talk to children about the importance and reasons why they wash their hands and they do not involve children in preparing their own snack.

Children are beginning to learn how to stay safe; they take calculated risks by balancing on the low level wall in the garden. Staff talk to children about staying safe when the zoo animals come to visit, such as when they can and cannot touch the animals. Children are observed to feel safe and secure; they move around the pre-school with confidence, from one area to another. The pre-school 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.

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

The manager demonstrates 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 manager is in the process of updating the pre-school policies and procedures in line with changes to legislation. Staff demonstrate they have a good understanding of the steps to be taken in the event of a safeguarding referral being made. The pre-school undertakes risk assessments on the areas used by the children and on outings, such as to the local park.

There are sufficient systems in place to undertake regular supervision of staff and yearly appraisals. Staff identify training they would like to attend and the manager can identify where staff may need further support. Some staff are updating their professional qualification and others attend short courses to keep them informed of current practice. The staff team are consistent. They work well and take on responsibility for different roles within the organisation, such as health and safety and the role of the special educational needs co-ordinator.

The pre-school has had a change to the management of the organisation. As a result, the revised systems in place for self-evaluation are in their infancy. The pre-school has identified it is working on updating systems for planning and assessment and becoming familiar with the revised management role. The pre-school has links the Pre-School Learning Alliance which provides support to identifying areas for further development. The pre-school has systems in place to gain views from parents in the form of a questionnaire and staff speak to parents every day.

The systems for monitoring and evaluation are not fully effective. The manager has begun to use systems to track children's progress; however, this system is in the very early stages of implementation. The staff team meet every day and plan for the children. During this time, they discuss previous activities and evaluate how well these have worked. However, the pre-school do not always evaluate critically, as to how they can improve the organisation of the routine, environment and adult interaction to make them more effective and challenging for the children. For example, snack time means that children have to tidy away their play materials, to enable everyone to have snack together.

The pre-school currently has no children who have other professional input. However, they are aware of the systems they would need to implement in order to support individual children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY440491
Local authority	Westminster
Inspection number	804370
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	34
Name of provider	Parkview Lodge Pre-School
Date of previous inspection	Not applicable
Telephone number	020728986714

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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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