

Visitation Pre-School

358 Greenford Road, GREENFORD, Middlesex, UB6 9AN

Inspection date

Previous inspection date

14/01/2013

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 educational programme is well balanced and implemented successfully by staff who have a secure knowledge of how to promote children's learning.
- The managers show clear drive and excellent organisational skills, resulting in the efficient running of the setting.
- Partnership with parents is well-established. There is a wealth of information available for parents for are very much involved in their children's learning.
- Children who learn English as an additional language are very well supported through a range of effective strategies.

It is not yet outstanding because

- Staff use effective teaching techniques. However on occasions they miss opportunities to encourage children to learn from each other through asking one another questions and sharing their experiences.

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 observed activities and interaction between staff and children during free play and planned activities in the main hall, garden area and during snack time.
- The inspector held a meeting with the manager and deputy manager of the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of all adults working with children.
- The inspector spoke to parents and took account of their views.

Inspector

Katie Dempster

Full Report

Information about the setting

Visitation Pre-School opened in 1975 and re-registered in 2012 under new ownership. The setting operates from a church hall within Our Lady of the Visitation Church in Greenford, in the London Borough of Ealing. Children have use of the main hall and an outdoor area. The pre-school provides a service for children from the local community. It is open each weekday and sessions are from 9.15am to 12.15 and 12.30pm to 3.30, with an all day

sessions available. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 42 children on roll. The pre-school employs nine staff, of whom hold relevant Early Years qualifications. The pre-school receives funding for two, three and four-year-olds.

What the setting needs to do to improve further

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

- encourage children to learn together and from each other.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage framework and activities are planned to cover all seven areas of learning. Spontaneous and planned observations are well captured, evaluative and used well to inform individual plans for children. This results in children making good progress towards the early learning goals. On-going assessment includes the two-year progress check which reports well the children's current developmental stage and where support may be required.

The educational programme is well balanced and implemented successfully by staff who have a secure knowledge of how to promote children's learning. They use effective techniques to extend and challenge children's thinking. For example, use of well-posed, open ended questions. Staff are skilful in judging when to intervene with children's play in order to positively impact on their learning. For example, one member of staff suggests a game of hide and seek with a child exploring with a torch. He gives the child a purpose by suggesting ways the torch can be used to find things in dark places. On occasion, staff miss opportunities to encourage children to ask each other questions to promote learning together.

The visual environment provides interesting things for children to look at, talk about and learn from. Images of people from different cultures, professions and photographs from around the world are on display. This gives children good opportunities to learn about the world in which they live. Planned activities, such as Chinese New Year celebrations invite children to learn about different foods that are eaten, customs that are followed and other traditions from the celebration. Children thoroughly enjoy using their imagination. They have access to a dedicated role-play area where staff have placed a wide range of resources and familiar items to assist their play. For example, as old washing up and

squash bottles. The cosy book corner with cushions and easily accessible, interesting books is inviting for children. They often relax in the book area, confidently choosing books to explore. Staff encourage children's early writing skills in all areas of the setting. Children enjoy writing on clipboards in the book corner, making notes in the office area of the home corner and expressing themselves with paint and other media in the creative area.

There are highly effective systems in place to support children learning English as an additional language. Staff have made a display of words and common phrases in the languages of the children and families of the setting. This provides a good sensory point for both parents and children, to use as a reference and to make them feel welcome and familiar. Staff also research into the languages of the children, ensuring useful words and phrases are well known. There are programmes on the setting's computer where children can hear their own language spoken. Furthermore, children speaking the same language as their peers are encouraged to converse in their common language. This high priority placed on the support of children learning English as an additional language means children settle quickly and feel secure in a familiar environment.

Very good support is in place for children attending with special educational needs and/or disabilities. The setting's Special Educational Needs Support Officer (SENCO) works closely with key persons, who jointly work with parents and other professionals to ensure the care and learning needs of the children are fully met. Staff implement Individual Educational Plans (IEP's) successfully and share information about the children's development where necessary.

Parents are very much involved in their children's learning and the setting in general. Parents are invited in to the setting to join in with the activities and day to day running. Staff give parents guidance about what's expected of them during their turn in the setting. For example, parents are advised not to take over during activities and to let the children learn at their own pace. Parents have opportunities to discuss their children's progress regularly. Staff provide daily verbal feedback, share children's progress folders and also use 'keep in touch' books to enable additional communication. Staff again provide guidance for parents about how to make the best use of the book and the kinds of information that would be useful for staff. Parents are encouraged to continue children's learning at home. For example, staff provide books for children to take home and read with their parents. Staff inform parents of the benefits of reading together from a young age as children learn to read through their enjoyment of stories and books.

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

Children arrive happy and quickly settle into the routine of the session. They display high levels of confidence and develop a sense of belonging. This is a result of the secure attachments children make with their key person, who helps them feel secure to explore in their surroundings. Staff adjust settling in procedures to respond to the needs of each child. For example, extending the period parents stay with their child to ensure they make confident attachments to a member of staff. Key persons use the information they gather

on each child to support their detachment from their parents or carers. Staff know what the children are interested in and enjoy doing at home. This help them to encourage children to join in with activities and become confident in their new surroundings.

The effective balance of free play and routine helps children develop a good understanding of boundaries. Staff begin to sing a song indicating its time for snack or carpet time which children promptly respond to. They listen to instructions and co-operate well. Staff manage challenging behaviour very well. They work with parents to agree techniques to use both in the setting and at home. This consistent approach is highly effective and results in behaviour quickly improving. Children receive lots of positive praise and encouragement, which supports their self-confidence and esteem well.

Children have good opportunities to learn about safety. Outside, staff set up a 'road' and encourage children to think about traffic and road crossing safety. One member of staff dresses as a lollypop person, directing the 'drivers'. Children laugh and giggle as they stop and go at her instruction. Children also have access to resources that support their understanding of safety through everyday play. For example, outside children enjoy play with pretend tools, they use the hard hats and goggles and staff talk about why we use safety equipment.

Meal times are a social occasion where staff and interact with the children as they enjoy their snack. Staff use this time as an opportunity to talk to children about the importance of healthy eating. For example, staff ask the children what they have chosen for their snack and if they know why it's good for us. One member of staff says, 'cheese is very good for helping our bones grow strong.' As a result, children show an excellent understanding of healthy lifestyles. During role play, one child offers a member of staff a glass of water, she says thank you and asks 'Why is it important to drink water?'. The child replies, 'because its healthy!'.

Staff place high priority on children being ready for their transition to school. Staff have high expectations of the children and support them to be highly independent. Children serve themselves at snack time, access toileting facilities and follow the daily routine with ease. These are all valuable skills children require for a successful start to the next stage of their learning.

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

The managers show clear drive and excellent organisational skills, resulting in the efficient running of the setting. They work very well together and are effective in their roles. They show a secure understanding of the Early Years Foundation Stage and how to implement the framework successfully. Much ownership is given to the staff team as individuals and as a result, staff feel valued. An effective and well-established performance management means staff are supported well in improving their skills, knowledge and practise.

The educational programmes and development children make is monitored closely.

Managers and staff very regularly discuss the learning and development arrangements, and how children are moving towards their next steps. Self-evaluation is on going. The whole staff team contribute to the setting's action plan and managers allow staff to take ownership of making improvements in certain areas. Managers and staff demonstrate a strong capacity to make improvements to the strong practice in place.

Arrangements for safeguarding children are firmly in place. The implementation of the clear policies and procedures contributes to the safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. All staff receive annual training in child protection and through discussion, demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Recruitment and induction procedures are robust. As a result, suitably, qualified and experienced staff care for children.

Partnership with parents is well-established. There is good information available for current parents and staff provide much information for prospective and new parents. The setting seeks feedback from parents, through questionnaires and discussions at drop off and collection times. Changes have been made as a result of this. For example, changes to the foyer area to allow children more space to find their name hooks and hang their coats easily. This shows the positive impact the partnership with parents has been on the setting and the 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
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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	EY450505
Local authority	Ealing
Inspection number	808374
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	42
Name of provider	Visitation Pre-School
Date of previous inspection	Not applicable
Telephone number	0208 5782922

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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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