

George's Pre School Ltd

Feltham Community College, Browells Lane, FELTHAM, Middlesex, TW13 7EF

Inspection date	26/04/2013
Previous inspection date	06/04/2010

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

- Children make good progress in their learning as the environment is set up well to support their interests and exploration both indoors and outdoors.
- Staff are responsive to children's personal, social and emotional needs. They manage children's behaviour well and help children to acquire the skills needed to be ready for school or the next stage in their learning.
- Children's safety and well-being is a priority. Staff implement good systems to identify and limit children's access to potential hazards.

It is not yet outstanding because

- There are times when staff miss opportunities to further enhance children's understanding of healthy choices and the origins of their food.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 interactions, indoors and outdoors.
- The inspector and provider undertook a joint observation of a teaching activity.
- The inspector talked with some staff within the nursery and parents, and held discussions with the provider and manager.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Vicky Vasiliadis

Full Report

Information about the setting

George's Pre School Ltd is run by a private provider. It registered in 2009 and operates from a single storey building based within Feltham Community College, in the London Borough of Hounslow. Children have access to one main playroom and there is an enclosed outdoor play area available.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are currently 69 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery is registered on the Early Years Register.

The nursery currently supports a number of children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs nine staff, of whom eight hold appropriate early years qualifications and one member of staff is working towards a qualification.

What the setting needs to do to improve further

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

- improve further children's understanding of healthy eating by talking to them about the choices they make and where food comes.

Inspection judgements

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

Staff have a good understanding and knowledge of how to promote children's learning and development. As a result, children participate in a wide range of activities that provide them with good experiences across all areas of learning. There are effective systems to observe, assess and monitor children's progress, including progress checks for two year olds. Staff know the children well and they use the information gained from observation to plan a challenging and interesting learning environment. This helps to ensure that all children, including children with additional needs, make consistent progress and improvements in their learning. Parents are encouraged to support children's learning at home, as children regularly take books home with them to share.

Children confidently lead their own play and make good use of the resources and toys. They eagerly move between the indoor and outdoor area as free flow play is encouraged.

Children are involved and concentrate on their chosen tasks. For example, children experiment with the water as they introduce items to help them to try to make bubbles. There is a visual planning board in place, which identifies the different areas within the nursery. Children are able to identify what they are going to play with for the day. This helps to promote children's independence skills and their levels of engagement. Children are curious and show an interest in new people and their roles. Some children confidently engage in conversations and are able to express their interests and likes. For example, children say that they like playing with cars, and others say that they like the food at the nursery.

Children have lots of fun as they learn through play. Children use their imaginative skills as they excitedly build towers and construct models using wooden bricks. Staff sensitively join in with children's play and they take their lead from the children. For example, staff sit close to children as they play with the construction resources. They engage in conversations with children, which encourage them to think, remember and recall past events. This helps children to begin to create and think critically. Children take great pleasure in listening to stories read to them by staff at the children's request. Staff extend children's language as they encourage children to comment on what they see and the characters in the books. In addition, all children enjoy the chance to take part in singing their favourite songs and rhymes. Some of the staff are multilingual and are able to talk to children in their home languages, along with English. This helps children to feel included and valued and promotes their communication and language skills. In addition, the nursery uses a number of language programmes to further support children's language development.

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

The nursery has an effective key person system in place. Children have time to be with their key person individually or in groups. For example, staff complete one-to-one tasks with key children to support their individual needs. This helps to ensure that children with additional needs or those learning English as an additional language receive good levels of support. Staff are responsive to the children's needs, feelings and interests. For example, when children ask staff to read them stories or to join in with their play, staff respond appropriately. Staff set clear and consistent boundaries for children. This helps to ensure that children are able to play and work feeling safe and secure. Children begin to show that they understand behaviour expectations. For example, a child tries to take a wheeled vehicle off another. The two children negotiate using their voices and are able to resolve the issue successfully. Children receive lots of positive praise and encouragement. For example, children take great delight in being 'helpers' at meal times. As a result, children receive good levels of support in respect of their personal, social and emotional needs.

Children have many opportunities to develop their independence. Toys and resources are easily accessible as they are at the children's height. Children lead their own play as they choose to play inside or outdoors. Both areas are well organised and provide children with a stimulating, challenging and interesting range of learning opportunities. Children's pegs are at low-level so that they can hang their belongings independently. Many children put

on their own coats and hang them on their pegs when returning from outside. This helps children to prepare well for the move to school or to the next stage of their learning.

Children learn about their own safety through regular emergency evacuation drills. The staff talk to children about how to keep safe, as they remind children to walk when indoors. Staff have created a safe and secure environment where children can play and learn in comfort. Children learn the importance of following routines that support their understanding of self-care. For example, many children know that before they eat snacks or meals that they must first wash their hands. They are encouraged to do this independently as they use the bathroom. After lunch, children use wet wipes to clean their hands and faces. Staff are close by to offer children support in this task if needed. Children begin to develop an understanding of foods that are good for them. However, staff sometimes miss opportunities to extend children's understanding of making healthy choices. Staff do not always talk to the children about the kinds of food that is good for them, how the food affects their bodies and where the food comes from. Children's physical skills are developing well. Children enthusiastically manoeuvre wheeled vehicles and play with the sand and water. This helps to promote children's physical development.

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

The provider is fully aware of, and meets the safeguarding and welfare requirements of the Early Years Foundation Stage Framework. The manager and staff promote the safety of children through the effective risk assessment procedures. As a result, staff minimise potential hazards to children. Staff have a good understanding and give high priority to children's safety. For example, children are well supervised at activities as staff are effectively deployed throughout the nursery. Staff monitor visitors to the premises, and any individuals not vetted, do not have unsupervised access to children. Staff have a comprehensive understanding of child protection issues and the reporting procedures to follow. There are successful performance management systems in place. Staff are offered regular supervision and appraisals, which helps to ensure that performance is monitored. In addition, the provider supports staff's continuous professional development. For example, regular in-house and external training is available to staff. Consequently, staff are able to update their knowledge and understanding of childcare issues. There are robust recruitment procedures, which helps to ensure that adults caring for children are suitable to do so. All new staff are subject to an induction process. This includes ensuring that they are aware of policies and procedures, particularly safeguarding children and health and safety issues. This helps to promote children's safety and well-being effectively.

The provider is fully aware of, and meets the learning and development requirements of the Early Years Foundation Stage Framework. The provider and manager monitor the educational programme. They use a range of self-evaluation tools to review and amend their practices. In addition, the nursery works with staff from the local authority and takes on board any recommendations they suggest. Consequently, the educational programme successfully challenges and stimulates children's learning and development, and children make good progress. Since the previous inspection, the provider, manager and staff have

addressed all recommendations. This has had a positive impact on children's well-being, learning and development. As a result, the nursery continues to sustain good levels of care and education for all children.

There are good systems to promote partnership working with parents and carers. All parents have regular opportunities to meet with staff to discuss their children's achievements and progress. Each child has their own developmental records, which clearly shows how they are making good progress towards the early learning goals. 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. The nursery has effective links with external agencies and local schools. They work with inclusion officers to identify individual education plans for children with additional needs. In addition, the provider and manager identify the schools that children will attend. They send out introduction letters and invite teachers to visit the children at the nursery. They obtain school uniforms from the relevant schools and use this as an opportunity to talk to children about the move to 'big school'. The staff prepare reports on children's progress, which are then given to the schools that children will attend. As a result, children receive good levels of support in their next stage of learning.

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 action. 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	EY402608
Local authority	Hounslow
Inspection number	916065
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	69
Name of provider	George's Pre School Ltd
Date of previous inspection	06/04/2010
Telephone number	020 8831 3035

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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