

# Rowlands Avenue Pre-School

Hatch End Free Church, Rowlands Avenue, PINNER, Middlesex, HA5 4DF

## Inspection date

Previous inspection date

15/05/2013

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

- Staff offer good levels of support and manage children's behaviour in an effective manner. Therefore, children develop positive relationships with their peers.
- Children have formed good relationships with their key persons and adults caring for them. This means that children settle well and are happy.
- The educational programme offers children many good opportunities to promote their all round development. Consequently, children make good progress in their learning, in relation to their starting points.

### It is not yet outstanding because

- At times, staff do not fully engage with children to teach them about healthy lifestyles. This means they miss opportunities to further enhance children's understanding of the links between exercise and their health.

## 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 interaction, indoors and outdoors.
- The inspector and one of the managers undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector spoke to children, parents and staff during the course of the inspection.

## Inspector

Vicky Vasiliadis

## Full Report

### Information about the setting

Rowlands Avenue Pre-School registered in 2012. It operates from within church premises in the Hatch end area of the London Borough of Harrow. Children have access to two large rooms, a messy playroom and an enclosed garden.

The setting is open each weekday from 7.30am to 3.30pm, term-time only. There are currently 29 children on roll within the early years age range, who attend on a part-time and full-time basis. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. The setting is registered on the Early Years Register. The setting currently supports a number of children who speak English as an additional language.

There are five staff employed to work with the children, including two managers. Of these, four hold appropriate early years qualifications. There is one member of staff working towards a childcare qualification.

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

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

- strengthen further children's understanding of the links with exercise and their physical health.

## Inspection judgements

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

Children make good progress in their learning and development as staff provide them with a rich learning environment. Staff work with parents to ensure that they are part of the initial assessment process. This means that staff are able to obtain key information about children's starting points on entry. Staff observe each child's development and learning and they use this information effectively to plan for children's next steps. As a result, the educational programme provides children with many good learning opportunities to promote their development. Staff involve parents in children's ongoing learning and development, as they share development records with them and complete the required progress checks for two-year-olds. Parent evenings take place regularly, which help to keep parents informed of children's achievements.

The quality of teaching is good and staff follow the children's lead in conversations, and they think about things together. For example, children ask questions about the spirit

levels that they use in the garden and when building. Staff encourage children to think about what they can use levels for and listen to suggestions posed by the children. This helps to promote children's curiosity and thought processes. The good organisation of the day enables children to become deeply involved in activities. For example, children take great pleasure in using their imaginative skills as they make cup cakes out of play dough. They then put their cakes in the pretend cooker in the role play home corner, to bake them. Children make good use of the indoor and outdoor environment. They enjoy searching for worms, spiders, and recall when they previously put spiders in containers to look at. There are magnifying glasses and boards and pens available for children to draw or make marks to express themselves to further support their learning.

Children begin to develop an understanding of the different cultural backgrounds of their peers and people within the wider world. For example, grandparents come in to the nursery to teach children to make chapattis for Diwali celebrations. Staff work well with parents to help ensure children learning English as an additional language receive good levels of support. There are many visual images and different language scripts on display throughout the nursery. Parents are encouraged to share their home languages with the staff. For example, shopping lists in children's home languages are on display along with pictures. This helps to ensure that children and parents feel included and valued.

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

Children develop their physical skills as they play with a good range of resources to promote their development and health. Children take great delight in riding wheeled vehicles, balancing on the wooden planks and navigating the plastic crates. Staff provide children with a range of activities where they can practise target throwing, rolling, kicking and catching. However, at times staff miss opportunities to extend further children's understanding of the links between exercise and how this affects their bodies and their good health. This is because staff do not always have these conversations with children. Staff teach children the skills they need to keep themselves safe. For example, staff remind children to be careful as they balance along the beams and to wait their turn. In addition, children take part in regular fire evacuation drills. This helps children to understand what to do in the event of a fire.

There is an effective key person system in place and parents know who their child's carer is. For example, there are photos and information about each key person on display. As a result, children are secure and develop a sense of belonging, as they are cared for in a warm and welcoming environment. Children have a good understanding of behavioural expectations, in relation to their ages. For example, children politely say to their friends 'excuse me' as they navigate their wheeled vehicles around the garden. Staff are responsive to children's needs and feelings. They talk to children in a sensitive manner and offer clear explanations as to why certain behaviour is not acceptable. Children receive lots of positive praise and encouragement from staff, which supports their self-confidence and esteem. In addition, children receive praise from their peers. For example, when children score a goal, the other children cheer and clap for them. Children have many good opportunities to develop their independence skills. Children choose which toys

and resources they wish to play with, as these are stored in low-level units. In addition, they make choices as to whether they wish to play inside or outside as free-flow play is encouraged. This means that children receive good levels of support to promote their personal, social and emotional needs. Consequently, children acquire the skills needed to be ready for the next stage in their learning.

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

The management team is fully aware of, and meets the safeguarding and welfare requirements of the Early Years Foundation Stage framework. The arrangements for safeguarding children are strong and children's safety and well-being is highly prioritised by staff. Staff have a clear understanding of the possible indicators that children may display if they are being harmed. The managers have ensured that all staff receive in-house safeguarding children training. Children receive good levels of support from staff who are deployed well to meet their needs. There are effective procedures in place relating to the vetting and suitability of staff. The management team ensure that all staff working with the children have had checks carried out on their suitability. All new staff are subject to an induction process. This includes ensuring that they are aware of the settings policies and procedures, particularly in relation to child protection and safeguarding children. This helps to ensure that children are safe and their welfare is well promoted. The management team has a good understanding of the learning and development requirements of the Early Years Foundation Stage framework. This means that they are able to monitor effectively children's progress and the educational programme. Staff successfully support children learning English as an additional language. Consequently, all children make good progress in their learning and development. There are established systems to support staff development and to address performance issues. Staff have regular one-to-one meetings with managers to discuss their strengths, areas for development and professional development needs. Regular in-house training is available to staff to talk about changes to policies and practice issues. In addition, staff are able to access training provided by their local authority. This means that staff are able to improve their knowledge and practice to benefit the children. Effective systems for self-evaluation are in place, which clearly focus on securing improvements and staff and parents contribute to this process. For example, staff have identified that they wish to develop further their work with parents, particularly fathers. They want to get all parents more involved in the nursery and children's learning to further promote good outcomes for children.

There are good systems to promote partnership working with parents and carers. Comments from parents are very positive about the care and education that their children receive. There is a good range of informative notice boards in place throughout the setting. These provide information about policies and procedures, planning, children's artwork and also signpost parents to other services in the borough. Staff talk to parents on a daily basis and share children's records regarding their learning and development. Staff regularly inform parents how they can support their child's learning at home. This means that parents are well informed and involved in their child's continuous learning and

development. The staff have established links with the local authority inclusion team and know what to do should they have concerns about children's development. Staff work with parents to find out which schools children will move to in the coming year. They continue to develop links with the local schools and they have plans to invite teachers to the setting. Staff complete written reports of children's achievements and progress which they send to the schools that children go on to attend. Consequently, children receive the support they need to prepare them for the move to 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 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

<b>Unique reference number</b>	EY448916
<b>Local authority</b>	Harrow
<b>Inspection number</b>	891008
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	29
<b>Name of provider</b>	The Little Academy Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02084322299

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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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