

# Norwood Grove Pre School

The White House, Norwood Grove, Copgate Path, Off Gibson Hill, LONDON, SW16 3EX

## Inspection date

13/06/2013

Previous inspection date

07/11/2011

## 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

- The staff team focus strongly on the prime areas of learning which gives children a very effective foundation for their learning and development.
- Children thrive in the welcoming atmosphere, and greatly enjoy staff's sense of fun. This means children enjoy their learning very much.
- Partnerships with parents are very good and well-established, giving the pre-school a strong sense of community in support of the children.
- Staff build a very good partnership with schools which enables children to be well prepared for the next stage of their learning.

### It is not yet outstanding because

- There are minor weaknesses in some routines which occasionally reduces children's independence.

## 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.

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 children playing in the main playroom and outdoors.
- The inspector discussed children's progress with staff.
- The inspector observed activities with the manager, and discussed how they are evaluated.
- The inspector examined a range of documentation, focusing on safety aspects.

## Inspector

Susan McCourt

## Full Report

### Information about the setting

Norwood Grove Pre school was registered in 1992 and has been operating for over 40 years. It operates from the ground floor hall of a listed building within a park in Norbury, Croydon. There is no access to an enclosed garden but suitable alternative arrangements are made for daily outdoor play, such as use of the surrounding garden. The pre-school is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. There are currently 32 children in the early years age range on roll. The Pre-school receives funding for nursery education for children aged three and four years. The pre-school operates term time only every weekday from 9.15am to 12.15pm and offers extended sessions until 2.45pm on Monday, Tuesday and Thursday. Children can attend for the morning or stay all day, when doing so a packed lunch is supplied by their parents. A team of five staff, including the manager, work with the children, of whom four have appropriate early years qualifications and one 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:

- enhance children's independence and choice by reviewing the routine at lunchtime.

### Inspection judgements

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

Staff have a strong understanding of how to meet children's learning and development needs. They provide a broad and balanced curriculum, which covers all seven areas of learning. Staff blend adult-led and child-initiated play very effectively. This gives children independence to set their own challenges and play for lengthy periods while still benefiting from skilled teaching. As a result, children make good progress through the Early Years Foundation Stage.

Staff pay very close attention to children's development in the prime areas of learning. All children and staff are together in the same playroom, and go as a group to play outside. This means that children become very familiar with everyone and build close, trusting relationships. Staff give children plenty of opportunity to make choices and control their environment. For example, children choose what the imaginative play area will be, such as a hospital, or a particular shop. This helps children to feel valued and respected. Staff listen carefully to children and are very interested in what they have to say, so children are confident to speak and share their ideas. As a result, children's emotional, social and personal development is well fostered, meaning that children are happy to explore and

learn. Staff encourage children's communication in very effective ways. They reinforce and consolidate new vocabulary and pretend that they do not know certain answers, to encourage the children to supply the words. Staff also ask children how things work, pretending to be puzzled. This gives children good opportunities to give detailed explanations about, for example, how the sand makes a mill wheel spin in the sand tray. This helps children to solve problems and explain their thinking. Staff have great respect for children's play and give them lots of opportunities to develop their ideas. Children who have been listening to fairy tales decide to dress up and act one out. Staff immediately find other resources to help, including playing the piano for a dancing scene. In this way, children play together for extended periods and have great fun.

Staff take great care over the planning and assessment of children's learning. They make detailed notes of children's starting points when they first meet with parents so that they can make children very welcome on their first day. The key person makes frequent observations of children's play and achievements and plans very effectively for their next steps. As they are all in together, staff know all the children really well and know each child's particular stage of development. This means that children make good progress. The key person meets with parents each half term to discuss their child's development and share ideas about next steps. This builds a strong partnership.

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

The key person system is very effective. Children feel very secure and separate from their parents with confidence. Children wear a simple uniform. They have their own book bag, drawer and peg in the nursery. This helps them to have a strong sense of belonging. As staff have a strong connection with the family, they know each child really well which enables staff to meet all of the children's needs. Staff have created a good learning environment where children can be very independent. Children choose from a wide range of activities and use resources, which are of very good quality. Staff arrange things thoughtfully, including lots of dolls, doctor's bags and prescription pads in the hospital role play for example. Outdoors, children play group games, action songs and run races as a whole group. This gives them daily play in the fresh air. Staff have established a good routine which maximises children's opportunity to enjoy free play. However, some children become restless during the lunch routine when they finish their lunch early, or during rest times, which has an impact on their independent choices.

Children benefit from a healthy lifestyle in the pre-school. Staff prepare a fruit snack and work with parents to provide healthy lunch boxes for those children who stay. Meals are a social occasion and children chat with staff and each other on a wide range of subjects. For example, children share ideas about what activities they would like to do the following week. Children have good hygiene habits because the routines are very well established. Children remind each other to wash their hands before eating, for example. Children enjoy a wide range of group activities outdoors, which provide them with physical challenges. Children enjoy dancing and other physical activities such as digging and planting, or playing with the sand and water. They have frequent opportunities to practice early writing and make detailed pictures using pens and paint. This builds their small muscle

skills. Children are careful of their safety and handle scissors or other equipment according to staff's guidance. Children demonstrate good self-care skills as they pour their drinks and put on their own shoes and coats. Children take care of their personal hygiene and are confident to do so.

Children are very well behaved. Staff encourage children to be polite and have good manners and this is reflected in the children's mature skills. Staff are good role models and as a result children cooperate, share and take turns as they play. Children demonstrate great maturity in their resilience as they cope with minor setbacks, and are happy to persevere and have another go. Staff provide very strong support for children going on to school and make sure that children have all the social and personal skills they need to do so. This helps children and their families to enjoy a smooth transition.

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

Leaders and managers have a good understanding of how to meet the welfare and safeguarding requirements. All staff have regular and advanced child protection training so that they know what to do should they have concerns about the welfare of a child. All staff are checked as to their suitability and undergo a thorough induction programme, supervision and appraisals. The manager establishes rigorous risk assessments and procedures to support children's safety. Staff follow these procedures with great vigilance. For example, staff only unlock the main doors at set arrival and departure times, and call children one by one as parents arrive. Staff stand at the doors to the setting to greet families and also to prevent any unauthorised people gaining access. As the pre-school does not have sole use of the outdoor area, play here is very structured and closely monitored. As a result, children's safety is very well safeguarded. The manager and chairperson work closely together to maintain the high standards achieved. They have a very close focus on the welfare of the children, and this is evident in every aspect of the pre-school. The staff team work very closely together and the manager is alongside them in all that they do, so she has a very strong understanding of everybody's skills and strengths. The supervision and appraisal process supports staff to develop their qualifications and learn from each other. As a result, they have consistently good standards of teaching. The chairperson meets with parents regularly to gather their views and share ideas. The self-evaluation processes reflect the views of parents as well as the ideas of staff and children. This means there is a strong sense of community and shared enterprise.

Parents enjoy a high degree of involvement in the life of the pre-school. They can be on the managing committee, volunteer in the group or attend for particular visits such as to talk about their profession with the children. Parents place great importance on the community atmosphere of the pre-school and enjoy attending the fun days and social evenings arranged by the staff. Parents also value the frequent meetings with the key person and greatly appreciate their expertise in preparing the children for school. The manager and staff have well-established partnerships with schools and other agencies. They liaise closely with children's new class teachers and invite them to meet the children

in the pre-school. Staff value the school's feedback about the quality of the transition information and how children have settled. Staff have experience of working with a variety of other agencies in support of children with additional needs. This means they are well placed to give children consistent and coherent care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	125014
<b>Local authority</b>	Croydon
<b>Inspection number</b>	922697
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Norwood Grove Pre-School Committee
<b>Date of previous inspection</b>	07/11/2011
<b>Telephone number</b>	020 8670 8567

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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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