

# Bayonne Pre-School

Bayonne Nursery School, 50 Paynes Walk, LONDON, W6 8PF

## Inspection date

Previous inspection date

19/11/2013

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 use a gentle tone and kind words when talking to children, they listen carefully and observe children well. As a result, the planning effectively meets the individual learning needs and children make good progress in their development.
- Staff keep children safe and support children effectively in developing self-care and independent skills. As a result, children are learning to be healthy and manage risks.
- The Pre-School has very strong links with other professionals and services for children. This means, all children have good opportunities for effective early support in order to develop well and achieve.
- Children's communication and language skills are successfully taught by staff, who consistently role model language and extend vocabulary through positive interaction.
- The leadership and management of the setting is strong. As a result, there are effective systems in place for monitoring the quality of the provision to ensure children make good progress.

### It is not yet outstanding because

- Although staff know children well and provide a wide range of activities to challenge their abilities, occasionally staff miss opportunities to extend children's learning by engaging them in purposeful play during settling times.

## 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 had a tour of the premises with the manager of the Pre-School.
- The inspector observed children's play indoors and outdoors.
- The inspector carried out a joint observation with the nominated person.
- The inspector held meetings with the nominated person and the pre-school manager and sampled key documentation.
- The inspector took account of the views of the parents.

## Inspector

Carolina Montesinos

## Full report

### Information about the setting

Bayonne Pre-School registered in 2013. It is run by the Local Authority and operates from Bayonne Nursery and Children's Centre in the London Borough of Hammersmith and Fulham. The Pre-School is registered on the Early Years Register to care for a maximum of 18 children. There are currently 12 children on roll. The Pre-School is open weekdays during term time only. It is open from 9.30am to 12.30pm. The Pre-School supports children with special educational needs and children who speak English as an additional language. Children have access to an enclosed outdoor area. The Pre-School employs 3 members of staff and all of them hold appropriate early years qualifications. The Pre-School receives funding for two-year olds. The nominated person has qualified teaching status.

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

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

- broaden opportunities to extend children's learning during settling-in times so that, children who are new to the Pre-School, are fully engaged in purposeful play.

## Inspection judgements

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

Children are happy and enjoy their time at Pre-School. Although the Pre-School has not been open for a very long time, the staff have a very good understanding of how children learn and develop. They listen carefully and observe children well so that planning is tailored to the individual needs of the children. Therefore, children are being effectively supported through change and making positive steps in their learning.

Children have plenty of opportunities to learn and actively explore in a well-resourced and enabling environment, which reflects all the different areas of learning. The children have access to free-flow indoor and outdoor play through the day and staff are close by to extend children's learning through meaningful interactions. For example, staff support young children to engage in play with others outside, taking turns, climbing and balancing on logs and jumping off. However, on occasion, staff miss some opportunities to extend children's learning by engaging them in purposeful play during settling times.

Staff are well trained in supporting children's language development, they skilfully support children's acquisition of language throughout the daily routine by using a wide variety of methods and strategies to involve all children. These include; labelling and demonstrating, signing, repetition, providing running commentary and facilitating opportunities for children to engage in purposeful interactions with others. For example, during the snack

time children have lovely conversations with the staff and each other and learn to use 'please' and 'thank you' meaningfully. Additionally, children are taught to use all their senses to explore new concepts, such as smelling and feeling apple and orange peels, etc. This means that all children, including those who have special educational needs and with whose first language is not English are making good progress from their starting points.

Staff have high expectations of all children, they celebrate children's achievements and value diversity. For example, children's work and pictures with attached observations of their activities are displayed in the Pre-School. Children talk about what they have done and feel proud of their achievements. There are also a variety of resources including books and dressing up clothes available in the Pre-School reflecting the diversity in the community and the different stages of development of the children attending. Therefore, children become confident and learn to build good relationships by respecting each other's differences.

Staff have built very strong links with the Nursery School and Children's Centre. Children visit the school often and nursery and pre-school staff work in partnership to plan for children moving to nursery and share consistent practice. Furthermore, children play in the school's large outdoor space daily and are familiar with the nursery staff because at times they organise joint activities. Therefore, children are being prepared effectively for the next stages in their learning.

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

Children clearly love the nursery and develop strong bonds with the staff. Staff are kind and use soft voices with the children, as a result, children are motivated to learn and there is a calm environment where children's behaviour is consistently good. Furthermore, staff effectively promote children's emotional well-being as they organise a settling process that starts with a home visit. This slowly helps children to form attachments with their key person and the rest of the staff. Parents participate actively in supporting their children, therefore, children settle well at the Pre-School.

Resources and equipment are of good quality and they are organised well in order to make the environment fully accessible for children and encourage them to explore and investigate at their own pace. Staff set up the resources attractively, which motivates children to engage and learn through play. Children have their own space, labelled with their picture and name, to hang and store their coats and bags when they arrive. This means children can independently return to them during the morning if necessary, for example, getting their coats when going outside.

Staff promote children's health in the Pre-School and parents are fully engaged and actively contribute to the setting's provision in a variety of ways. For example, parents provide healthy snacks for children every day. This includes fresh and dried fruit, toast, etc. Additionally, staff use snack time as an opportunity to teach children how to eat healthily and begin to take care of their personal hygiene. As an example, children are involved in cleaning and setting up the snack table, they wash their hands before snack

and the staff talks to them about why it is good. As a result, children are learning to be healthy and progressively becoming independent in managing their personal needs.

Staff are fully aware of and promote children's safety effectively, for example, while having a meal, a member of staff helps children understand that it is not safe to hold a knife in their hand and wave it when talking to a friend. Furthermore, children understand that they need a coat when going outside to stay well. At the same time, children love outdoor play and every day they access to a supervised bigger space with larger equipment, which challenges their physical skills. Therefore, children are safe in the care of the staff and at the same time, they are learning to manage their own risks.

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

The management team have a very good understanding of the learning and development and the safeguarding and welfare requirements of the Framework for the Early Years Foundation Stage. Policies and procedures are robust and consistently in place and the staff's practice demonstrate that they are able to implement them effectively. This includes, a safe recruitment processes, regular policy reviews, rigorous risk assessments and staff training. Additionally, children are taught about good boundaries and how to keep safe. For example, by being able to express dislikes. As a result, children are safe and enjoy learning in this setting.

The Pre-School is under the leadership of the attached Nursery School and the Children's Centre and accesses the support of the Local Authority. Effective monitoring of the educational programmes means, there are regular opportunities to review practice, as the staff team meet on a daily basis with the manager where children's progress is reviewed and planning and ideas are shared. Also, there is consistency in involving parents in their child's learning, for example, supporting a parent in creating a targeted plan for their child or allowing parents to stay at nursery to support their child through settling. Furthermore, the management team is supportive and involve the staff effectively in identifying and prioritising next steps in development of provision. As a result, there are good foundations and strong partnerships to help children achieve.

Staff also have extensive opportunities for training and the management team has a strong focus on staff development. Formal appraisals are carried out on a yearly basis with the school's head teacher or her deputy, however, staff can request more regular informal discussions also. An example of this shows that all staff have recently attended a 'Planning for Boys' training, because of the large cohort of boys in the area who attend the Pre-School and 'Developing language through music making and singing'. As a result children's learning is positively impacted by the high quality of provision and teaching staff provide.

Links with multi-professional agencies is a particular strength of the Pre-School. For example, staff work closely with the local schools the nursery school's teachers, the health visitors and local authority speech language therapists. This means children are supported well in their development. Early intervention is effectively provided to ensure every child's

individual needs are met and they are being prepared well to take further steps in their 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY462576
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	920871
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Bayonne Nursery School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02073855366

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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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