

Berkeley Pre-School

Berkeley Primary School, Cranford Lane, HOUNSLOW, TW5 9HQ

Inspection date	05/11/2013
Previous inspection date	27/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 learning environment both inside and outside is well laid out, providing children with a broad range of learning experiences across all areas.
- Most children are making good progress in their learning and effective systems are in place to support those who are not.
- The majority of the children attending speak English as a second language and overall systems to support their language skills are good.
- Staff have developed effective working relationships with other professionals, with whom they liaise well to support individual children's needs.

It is not yet outstanding because

- There are times throughout the day when children are not grouped appropriately, particularly at circle times.
- Staff do not always extend children vocabulary by using skilled questioning techniques.
- There are is lack of resources that reflect the diverse backgrounds of the children attending.

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 and staff both inside and outside.
- The inspector engaged in discussions with staff at appropriate times.
- The inspector took into account parents views spoken to on the day of the inspection.
- The inspector spoke to members of the committee.
- The inspector looked at documentation relating to children and staff.

Inspector

Samantha Smith

Full report

Information about the setting

Berkeley Pre-school registered in 2011 and is run by the Committee of the Pre-school from Berkley Primary School. It operates from the school grounds, within the London Borough of Hounslow. The Pre-school has the use of a designated purpose built main room and they share the outdoor play area with the nursery and school. The Pre-school is registered on the Early Years Register, to care for children from aged two years. There are currently 32 children on roll. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school is open during each weekday from 9 am to 3.20 pm term time only and children can attend for a morning or afternoon session. There are four staff employed to work with the children and hold a relevant early years qualification.

What the setting needs to do to improve further

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

- develop staff's questioning skills so that they build on children's learning by encouraging them to widen their vocabularies
- increase the resources that promote equality and diversity and reflect the children's backgrounds in order to support children's understanding of themselves and others
- review the organisation of some group times and ensure that these are pitched appropriately to enable all children to participate well.

Inspection judgements

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

The learning environment is bright, spacious and well planned to provide children with freedom of choice and experiences across the seven areas of learning. Resources are in good condition; the use of low-level storage enables children to independently access resources for themselves.

Most of the children come from backgrounds where English is not their first language and the setting supports their language development in a number of ways. They encourage children to use their home language within the setting, for example, some staff share the same home language as children and, throughout the day, they provide opportunities for children to engage in discussions in their home language. For other children, staff have acquired some basic words in their home languages, which they use well to support their

communications with them. In addition, the setting makes good use of pictures and visual timetables to support children's understanding of the daily routine. As result, most children seem to be making progress in their language development. However, at times opportunities to further develop this in activities are missed because staff are not particularly skilled in using open ended questions. For example, by asking questions like, 'what colour is this?' and 'what number is this?' encouraging children to respond with one-word answers alone.

The quality of teaching is good overall. Staff demonstrate that they know the children well and understand their roles in supporting their development through observations and planning, which are mostly consistent of good practice. Evidence to demonstrate that children's progress is being tracked shows that most are making good progress. Where concerns have been identified, staff have responded in a timely manner to obtain the required support from other professionals. Ongoing assessment includes the required progress check for children aged between two and three years. This is used well to provide a clear overview of children's progress and highlight any concerns. Children attending with special educational needs receive individual support. Staff work closely with parents and the local authority inclusion team who support the setting SENCO (special educational needs co-ordinator) in implementing individual education plans for each child. Staff also work closely with other professionals involved in the children's lives. For example, they encourage parents to attend various parenting sessions at the local children's centre, which supports consistency of care for the children.

Staff encourage parents to become involved in their children's learning in various ways. For example, daily information sharing, parent stay and play sessions and one-to-one meetings with key persons provides opportunities for parents to share what they know. The Key person system is working well, supporting effective engagements with the parents. Most inform that they know and have established a good working relationship with their child's key person.

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

The setting provides a warm and welcoming environment, where children feel safe and secure and enjoy positive interactions with staff. The key person system effectively supports children in forming secure attachments and settling into the setting. Staff work closely with parents to devise a settling plan that is tailored to meet children's individual needs and children respond well to this. Overall behaviour is good and staff act as positive role models, setting clear examples for children as they learn to share, co-operate and learn to respect each other. On occasion, when children display unwanted behaviour, staff are quick to respond and manage this in sensitive and calm manner. Systems and effective partnerships with other professional are in place to support the setting with management issues and this is working well, ensuring that children and families receive the support they need.

Older children are developing their independence as they learn to serve themselves at snack times, pouring their own drinks and helping themselves to the selection of fresh

fruit available. Staff help the younger children as they attempt to achieve this. Children assist their personal needs as they take themselves to the toilet and wash their hands afterwards, without needing any prompting from staff. This demonstrates that they are being prepared for the next stage of their learning and their transitions to school.

Children have regular opportunities to engage in physical activity as they access the large well-equipped garden that they share with the nursery and school children. They have access to a wide range of resources across all areas of learning. Children are learning to take risks in their play when they use their balancing and climbing skills. They navigate their way along the large equipment and apparatus well and learn to balance on the ride along toys.

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

Managers demonstrate a good knowledge and understanding of the learning and development and welfare requirements. Recruitment and vetting procedures are robust and contribute towards ensuring children are cared for by staff who are suitable, qualified and experienced. Safeguarding arrangements are in place and well embedded. Staff have a secure knowledge and understanding of their role in protecting children and of the procedures they would follow should they have a concern about children's welfare. The premises are secure and staff are vigilant in checking the identity of visitors to the setting before allowing them in. Staff carry out regular and thorough risk assessments on the setting, which further contributes towards promoting children's safety.

There are effective monitoring systems in place for assessing the effectiveness of the setting and staff performance. As a result, practice overall is consistent in quality and children demonstrate that they are making good progress given their starting points. The settings capacity to maintain continuous improvement is strong. Ongoing professional development through training and supervision enables staff to develop their professional skills and contributes towards the improving quality of the setting. Staff meetings provide opportunities for staff to discuss practice issues, share new knowledge and skills gained at training and to discuss any concerns. The setting has addressed recommendations raised at the last inspection, which have contributed towards improvements in the quality of the provision. Managers use feedback from staff, parents and the local authority to implement new ideas and make changes to improve outcomes for children. They have a clear action plan in place, which demonstrates their future vision for the setting.

Partnerships with both parents and external agencies are strong and effectively contribute towards meeting children's needs. Appropriate interventions are sought so that all children receive the support they need. Information is available through displays, notice boards, newsletters and daily feedback and staff are becoming more effective in encouraging parents to contribute towards children's learning by sharing their observations from home.

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

Unique reference number	EY429553
Local authority	Hounslow
Inspection number	937239
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	32
Name of provider	Berkeley Pre-School Committee
Date of previous inspection	27/03/2012
Telephone number	02085705700

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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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