

Warwick Pre-School Group

76-78 Warwick Gardens, London, W14 8PR

Inspection date	04/02/2014
Previous inspection date	07/03/2011

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

- There are good relationships between children and practitioners. Practitioners treat children with kindness and respect, and therefore children are happy at the setting.
- The provider and practitioners develop good relationships with parents, parents are encouraged to share information about their children and as a result children's individual learning needs are met.
- The effective teaching strategies used help all children to make good progress, including those who learn best outside.

It is not yet outstanding because

- There are some inconsistencies in supporting children to become independent and develop the self-care skills they will need to go onto school.

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 and practitioners interactions with them, both inside and outdoors.
- The inspector spoke to children, parents and staff.
- The inspector held joint observations with the provider.
- The inspector reviewed a range of documents, including children's learning records, staff vetting checks and relevant policies.
- The inspector held a meeting with the provider.

Inspector

Naomi Hillman

Full report

Information about the setting

Warwick Pre-School Group is managed by a voluntary management committee, made up of parents of the children at the setting. It is a registered charity and opened in 1974. The setting operates from a purpose built building in the Royal Borough of Kensington and Chelsea. Children have access to an enclosed outdoor play area. It opens each weekday between 9.15am to 1.15pm and 1.15pm to 3pm during term time only. Children attend for a variety of sessions; children who stay for the whole day bring a packed lunch. The setting is registered on the Early Years Register as well as the voluntary and compulsory part of the Childcare Register. There are currently 31 children on roll, all of whom are in the early years age group. The setting is in receipt of funding for the provision of free early education for three- and four-year-olds. Practitioners support children who speak English as an additional language. The setting employs five staff including the manager, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop practitioners understanding of how to further promote children's independence, with regards to learning to managing their own personal needs.

Inspection judgements

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

The setting is well resourced and organised. Practitioners provide a wide range of activities that cover the seven areas of learning and development. They deliver interesting experiences that meet the needs of children. Children are happy, they move around the indoor and outdoor areas confidently, engaging in a range of adult led and child initiated play.

In addition to the daily activities a range of specialists come into the setting to provide music, physical activity, and ballet sessions. Practitioners take part in these sessions alongside children, demonstrating the actions or movements and using the correct vocabulary such as "squeezing" and "stretching", to extend children's learning. Consequently, children's language skills and physical and social development are effectively promoted and they are gaining the key skills they will need to go to school.

The practitioners plan and provide a good range of activities, but are also able to listen to and follow the spontaneous interests of the children. For example, a child sits down at the table where children are cutting, sticking and gluing duck pictures, and states that she wants to make a caterpillar. The practitioner responds by encouraging the child to follow

her interest and think about what she might need to make a caterpillar.

Practitioners have a secure knowledge of and understanding of how to promote the learning and development of young children. They describe how they provide activities to promote children's fine motor skills. This helps children to learn how to hold pencils and form shapes and eventually begin to write. Practitioners listen to and question children to extend their understanding as they play. The quality of teaching is good. Therefore children are working within the typical range of development expected for their age.

Key persons make regular observations of children and use these to ensure that they have a good knowledge of children's current learning and development. They use this knowledge to plan activities and provide resources to support children's next stage of learning and development.

Practitioners work with the local authority specialist to support children who are learning English as an additional language. They have put in place a system to assess all children's communication and language skills. This is used to identify any child who needs additional support, and put in place interventions to meet their learning needs. As a result, children are making good progress given their starting points.

There are very good relationships between practitioners and parents. All parents are welcomed into the setting to help their child settle. Many parents express their pleasure at having found a pre-school where they feel truly welcome to stay until their child has developed a relationship with their key person and are happy to be left. The manager and practitioners invite parents to take part in ongoing events and outings, such as inviting grandparents to come and stay for a ballet session. Parents contribute to the initial assessments of their children's starting points and work with practitioners to set next steps for children's learning both in the setting and at home. Daily conversations and regular meetings between key persons and parents means that parents are kept well informed of their child's progress.

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

A very good settling in policy ensures that children are given enough time to get used to the setting and get to know their key person before being left. For example, parents can support their younger children with their personal care until they become more comfortable with their key person. As a result, children form secure attachments to their key person. All practitioners treat children with kindness and respect. Because of these warm relationships, children are happy and confident to approach adults with any concerns or questions.

There are good relationships at all levels. Managers and practitioners are good role models and talk politely to each other. Practitioners use group time to remind children of the 'golden rules' and talk about using 'kind hands and kind words'. As a result of these consistent expectations of behaviour, children play cooperatively, get along well together and are learning to respect each other's differences.

The environment is safe, and well resourced both in and outdoors. The indoor space is effectively divided with suitable low level furniture. A good variety of interesting activities, accessible toys and resources mean children are provided with a range of experiences that support their learning and development.

Most practitioners support children to become independent appropriate to their age, such as encouraging them identify their peg and hang up their coat. However on occasions some practitioners step in and do things, such as hand washing, that children are able to do for themselves. This inconsistency means that children are not always being enabled to develop the self care skills they will need when they go onto school. There are good nappy changing procedures in place for younger children. Practitioners follow good hygiene procedures in the small changing area, and interact sensitively with children at this time.

Children are encouraged to understand how to keep themselves safe. For example, practitioners help children who are interested in cutting, to understand how to use scissors safely. Children are given good opportunities to be physically active, and are free to move between the inside and outside play areas for most of the day. Children enjoy outdoor activities, even on rainy days if they want to and have the appropriate clothing.

Practitioners help children think about the importance of a healthy lifestyle, talking about the benefits of physical exercise and a healthy diet. All practitioners have a secure understanding of the settings safeguarding policy and know how to implement it effectively. There are good systems in place to maintain the safe environment. As a result, children's health and wellbeing is effectively promoted.

Practitioners support children's transitions to school by inviting older siblings into the setting to talk to children about school life. Parents are given a transition report to take into their child's next setting so that new teachers are aware of the child's individual needs and interests.

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

The provider has a good understanding of her responsibilities to meet the learning and development requirements. She has put in place regular team meetings to discuss all aspects of staff practice. This ensures that children's individual needs are planned for, and that a range of suitable experiences covering the seven areas of learning and development are provided. The provider checks each key person's observations and planning documents to make sure they are effective. The provider reviews children's assessments to ensure that all children are making good progress.

The provider has good relationships with practitioners and students. She welcomes everyone's contributions to the learning environment and promotes an ethos of respecting and meeting the needs of all children. There are thorough systems for performance management. Any underperformance is tackled and a process of regular supervision and

annual appraisals are used to identify any areas for continuous professional development. All practitioners have access to regular training in order to improve practice and meet the needs of individual children.

The provider has a secure understanding of the safeguarding and welfare requirements of the Statutory Requirements of the Early Years Foundation Stage. A robust safeguarding policy is in place. The lead practitioner has attended suitable safeguarding training and all practitioners understand and implement policies effectively. There are secure systems for the recruitment and induction of staff and students. All staff and students are appropriately vetted to work with children. Daily registers, risk assessments and regular fire drills are in place. As a result the safety and welfare of children is effectively promoted.

The provider has sound systems for self-evaluation, which takes into account the views of practitioners, parents and the observations made of the way children engage with the learning environment. Areas for development are identified and planned actions put in place to improve practice. Most recently the focus for improvement has been on adapting the environment and resources to meet the needs of the newly attending two-year-olds. These changes have been put in place in the setting and are actively used by the younger children.

The provider has developed very strong partnerships with parents. Parents are involved in supporting many areas of the setting. She promotes partnership working and information sharing between practitioners and parents. These relationships make a good contribution to children's wellbeing, and ensure parents are engaged with their children's learning and development. Well established partnerships between the setting and external agencies, such as the local authority speech and language therapist, mean that appropriate interventions are secured so that children receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	105749
Local authority	Kensington & Chelsea
Inspection number	951235
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	31
Name of provider	Warwick Gardens Pre-School Committee
Date of previous inspection	07/03/2011
Telephone number	0207 602 3080

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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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