

Croyland Pre-School

Croyland Youth Centre, 1 Croyland Road, London, N9 7BA

Inspection date

04/03/2014

Previous inspection date

04/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 plan a variety of interesting activities based on their knowledge of children's interests and needs. Children enjoy the relaxed play environment and become active, creative learners.
- Staff support children effectively in the acquisition of good communication skills. Children become confident speakers and learn to enjoy conversation, songs and books.
- Staff promote children's well-being effectively. Children feel safe at pre-school and learn about healthy lifestyles. They enjoy the opportunities to take part in physical activities.
- Staff build close relationships with parents. They actively encourage parents to become involved in their children's learning. Children benefit from this shared approach to their learning and development.

It is not yet outstanding because

- Staff do not make the most of opportunities to increase children's mathematical awareness and understanding during free choice play activities.

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 taking part in a range of activities.
- The inspector talked with staff and observed their teaching.
- The inspector sampled the pre-school's documentation, especially that relating to children's progress and safeguarding.
- The inspector talked with parents.
- The inspector interviewed the deputy manager.

Inspector

Jill Nugent

Full report

Information about the setting

Croyland Pre-School registered in 2005. It operates from a youth centre in Edmonton in the London Borough of Enfield. Children have use of a large hall, a smaller quiet room and a secure outdoor play area. The pre-school is open every weekday during term time, from 9am until 12pm, on Monday and Friday, and from 9am until 3pm on Tuesday, Wednesday and Thursday. The pre-school is registered on the Early Years Register. There are 47 children on roll in the early years age group. The pre-school supports children with special educational needs and/or disabilities, and those who are learning English as an additional language. The pre-school employs 12 members of staff. The majority of staff, including the manager, are suitably qualified. The deputy manager has Early Years Professional Status. The pre-school is in receipt of funding for free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- extend children's mathematical learning further as they play and explore, for example, introducing numbers during children's chosen activities and in everyday routines.

Inspection judgements

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

The pre-school is effective in meeting children's learning and developmental needs. Staff create a stimulating play environment, making good use of both indoor and outdoor play areas to offer a variety of learning opportunities. They interact with children during their play to help them explore and investigate. In this way they promote learning through play and enhance children's individual learning experiences. For example, staff become involved in role play and creative activities, encouraging children to use resources in different ways and to communicate with others. As a result children gain confidence in selecting resources and activities while learning to concentrate on their self-chosen tasks. At times children become totally absorbed in their play. They explore happily and persist in their investigations as they make new discoveries.

A key strength of staff's teaching is their focus on good communication skills, based on their involvement in the 'Every child a talker' programme. They encourage children to listen, to express themselves clearly and to enjoy songs and books. They organise group times, which increases children's awareness of the importance of good communication. For example, children are introduced to new words during cooking activities, for instance, when making pancakes they talk about the ingredients and methods. They learn new

songs and these help them to become more aware of rhythm and sounds. Children choose books to share individually with staff and gain much self-confidence as they join in conversation with adults. Children often initiate conversations themselves and also like to take part in imaginary conversations on toy telephones. These learning experiences contribute to children being well prepared for further learning, particularly in the area of language and literacy. Children are asked to count together and to compare objects using mathematical language. However, staff do not always make the most of all opportunities to extend children's mathematical skills, for example, introducing numbers during children's self-chosen activities.

Children enjoy many opportunities to express their own ideas creatively. Staff provide a selection of creative materials and tools so that children can explore independently but can also benefit from help and advice. For example, children have fun creating their own pictures using pens, scissors, glue and glitter. Staff help them to develop their cutting skills and increase their awareness of colour and pattern. Children are able to practise mark-making using writing tools in different situations. In particular they show much interest in drawing on clip boards and large pieces of paper provided around the play areas. In this way they are encouraged to develop the manipulative skills needed for early writing and to become aware of drawing and writing as a means of communication.

Staff encourage children's interest in, and understanding of, the natural environment. Recently staff have introduced a garden area outdoors and children have become involved in growing plants from seeds and bulbs. In addition children are learning about the life cycle of trees following staff's innovative idea of growing an apple tree in a large tub. Staff also encourage children to learn more about different cultures and religions by talking about each other's family backgrounds as well as celebrating special festivals. Children who are learning English as an additional language are well supported by staff, who either speak the same home language or learn words in that language. This benefits all children as they all learn about other languages, for instance, when singing songs together in a different language.

Staff use an effective system of observational assessment to move children on in their learning according to their individual needs. They request information from parents of new children about children's stage of development, and have recently revised the form they use to include a contribution from children too, for example, a drawing. This gives staff a sound base line from which to work. Through regular focused observations staff are able to plan ongoing, relevant learning experiences for individual children and identify any gaps in children's learning. For example, staff followed up a child's interest in watches by encouraging all children to make watches and learn about how they work. Staff also plan activities around particular themes and these enhance the educational programme, enabling children to learn about a diverse range of topics. Children become keen and confident learners. They make good progress in their learning and development given their individual starting points.

Staff promote the well-being of all children effectively. Staff are attentive to children's individual care needs and often spend time giving one-to-one support to help children settle happily. Children show a strong sense of belonging and this is encouraged through many opportunities to gather together at group times during the day. Staff support children in becoming independent and to choose for themselves whether they play indoors or outdoors. Children move around confidently. They behave well and always respond positively to staff when reminded about the 'golden' rules. Staff manage children's behaviour in an appropriate manner and this helps to avoid disputes. For example, they explain to children how to negotiate with others and the importance of sharing fairly. In this way children learn to respect other children and their needs, as well as their play environment.

Children feel safe and secure in the pre-school. There are many adults available to support children, including both staff and students. This helps to promote a relaxed atmosphere and allows children to play without distractions. The changes to the daily routine are particularly well organised. Staff ensure that children feel safe when coming in to the pre-school. They make sure there is always an adult present at the main door and that safety gates are in use to keep the play area secure. Children move carefully and safely to and from group times. At the end of the morning session a large room divider is pulled across to separate children who are staying for lunch from those being collected. In this way staff avoid any upsets among children and make sure that parents can collect their children safely. Staff work closely with local schools to provide extra support for children who are leaving pre-school and moving on to school.

Staff encourage children to adopt healthy lifestyles and to keep fit. Children enjoy being active and staff take this into account by providing physical equipment indoors and outdoors for children to explore. For example, children have fun climbing and sliding on large soft shapes indoors or playing with balls and hoops in the outdoor area. Children benefit from the attractive and stimulating outdoor area, which has been redeveloped in liaison with parents and children so that it has a variety of learning experiences mirroring the indoor provision. Children especially enjoy the large role play area outdoors and are keen to participate in spontaneous activities organised by staff, for example, when offered musical instruments to play and sing along in a group. Staff organise snack times efficiently, encouraging children to try a variety of healthy snacks, such as fresh and dried fruits. Children are free to choose when they have a snack but also enjoy whole group snack times, for example, on pancake day. These occasions give children the opportunity to practise good social skills as they share and eat together and talk about the different foods on offer.

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

The manager and deputy work closely together and their enthusiasm motivates staff, resulting in all members of the team being committed to high quality provision. There are clear policies and procedures in place to promote the safeguarding of children in the pre-school. The manager ensures that all staff undergo the necessary checks to make sure

they are suitable to work with children. All staff are required to attend training in safeguarding issues and consequently are fully aware of child protection procedures. They carry out daily safety checks to make sure that the play environment continues to be safe for children. They are efficient in their maintenance of all records relating to health and safety.

The deputy manager is responsible for the monitoring of the educational programme. She monitors effectively by observing staff's teaching and checking children's learning records. She supports staff to use observational assessment in a consistent manner across all key groups. In addition she makes sure that staff plan relevant learning experiences for children according to their individual needs. The deputy manager keeps a check on children's progress using their individual developmental assessments. She is implementing a tracking system to help her monitor more closely children's progress overall as well as the range of learning experiences being offered. Staff are encouraged to attend extra training to help advance their professional development and to continually improve the outcomes for children.

Staff have a good working partnership with parents. They keep parents well informed about their children's progress and ask them to contribute their observations from home for children's 'focus' weeks. In this way they can help children to follow up their own interests as well as targeting their learning needs. Parents receive useful information about the provision in a welcome pack, for example, information about settling children in to pre-school, details of the different learning areas and how to help keep children healthy. Parents are encouraged to become involved in events at the pre-school. Staff ask them to complete questionnaires to gauge their satisfaction with the provision. Overall parents are very pleased with the provision and their children's progress. Many parents state that they appreciate the staff's support, finding them a very approachable and welcoming team.

The manager and deputy manager liaise with other early years professionals to help them offer appropriate care and learning for children with special educational needs. They also benefit from the support offered by their early years advisors. Since the previous inspection staff have worked hard to develop their practice and improve the overall provision for children. For example, they have developed a new system of observational assessment, introduced new behaviour management strategies and established an effective system of self-evaluation. As a result children enjoy a wider variety of beneficial learning experiences and staff are actively involved in a detailed evaluative process, which highlights areas requiring further development. There are relevant targets in place for the future, for example, the introduction of home visits for new children and the inclusion of more trips for children into the local community.

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	EY312013
Local authority	Enfield
Inspection number	843848
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	47
Name of provider	Croyland Pre-School Committee
Date of previous inspection	04/11/2009
Telephone number	0208 373 1372

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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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