

Newpin Family Centre

Newpin Family Support Centre, Former Railway Sidings, London, NW8 8RL

Inspection date

Previous inspection date

05/06/2014

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 have made well-established links with other providers and agencies to gain good access to specialised support for children as needed.
- Staff use targeted programmes to identify any delay in children's communication and language development quickly and act rapidly to close any gaps in children's learning.
- Flexible drop-off times show sensitivity to the current needs of parents and allow space and time for information to be shared. As a result, children's well-being is fully supported.
- A well-resourced and laid out environment allows children to choose freely between the indoor and outdoor activities, offering unlimited opportunities for learning to take place.

It is not yet outstanding because

- Staff do not always use effective strategies to fully encourage parents to extend their children's learning at home.
- Children are not always able to use a wide range of resources to explore with and extend their learning during adult-led 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's activities inside the main hall and outside.
- The inspector carried out a joint observation with the manager and held discussions with members of staff.
- The inspector sampled the setting's documentation including policies, learning journeys, assessments and newsletters.
- The inspector took account of the views of parents through recently completed evaluations and discussions on the day.
- The inspector saw evidence of the suitability of all staff members and other documentation in relation to the welfare and safeguarding requirements.

Inspector

Rachel Pepper

Full report

Information about the setting

Newpin Family Centre was registered in 2013. The pre-school is run by St Paul's Newpin Limited within the London Borough of Westminster. There is access to a purpose built building and an enclosed outdoor area. The pre-school is registered on the Early Years Register and supports children with special educational needs and/or disabilities and those learning English as an additional language. It operates between the hours of 9am and 12 noon Monday to Friday, term time only. The nursery accepts children aged two to five years old and is in receipt of funding for the provision of free early years education to children aged two, three and four years old. There are currently 12 children on roll in the early years age range. The pre-school employs three full time members of staff; of these, all have suitable childcare qualifications, two of whom are qualified to level three.

What the setting needs to do to improve further

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

- strengthen partnership with parents by providing them with more opportunities to extend their children's learning at home
- extend opportunities for children to use a wider range of resources to explore with during adult-led activities.

Inspection judgements

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

The quality of teaching at this pre-school is of a good standard. Staff implement the learning and development requirements, covering all seven areas of learning in the variety of activities offered. As a result, children have many opportunities that promote their learning and development. Staff carry out observations of children at play. These are then used to update each child's learning journey and develop individual next steps in learning to incorporate into future planning. Regular assessments of each child, including starting points and the progress check at age two years, are used to identify any areas that children may not be progressing as well as expected. This ensures that any gaps in children's learning are quickly identified and activities are devised to support children to make progress in these areas, so any achievements gaps are narrowing. The pre-school at present, with parents' permission, use a tracking system to monitor each child's progress in communication and language. This further identifies any children who are not making expected progress. Parents are offered tailored plans for each child, based on their individual needs, that help them progress towards one of the prime areas of learning. This helps children make good progress from their starting points.

Staff planned the current topic of 'mini beasts' as they had noted children's interest in this area to offer them challenging yet achievable experiences. Children freely use the digging area outside where additional worms have been added. Children confidently climb in and use their tools to dig the earth, supporting their smaller developing physical skills. Staff encourage children to observe and discuss the butterflies that have hatched overnight, promoting children's understanding of the world and life cycles. In addition, staff use posters and a caterpillar wall display to increase children's developing vocabulary through the use of describing words, supporting their communication and language development. Adult-led activities such as making bees from toilet rolls using a vast array of collage materials allow children to express their imagination and creativity freely. Children are able to explore what happens when they mix corn flour and water together. However, at times during adult led activities, children do not freely select further resources to explore with to extend their learning further. Nonetheless, many further interesting and challenging play opportunities are freely available for children to use and staff intervene at appropriate opportunities to extend the learning that takes place. For example, a child playing at the water tray emptying and filling containers is offered a selection of various sized funnels to explore. Furthermore, children running outside are encouraged to race with peers and asked open questions such as 'Who do you think is going to win?' These questions challenge them to think and make predictions. The pre-school is easily adapted to suit individual needs and children freely move the resources between the indoor and outdoor areas to further aid their role play with peers. Small world toys such as cars, animals, dolls and play food allow them to use their imagination and play out narratives. A quiet area to read books or relax, further supports children's personal social and emotional needs.

Children are introduced daily to all areas of learning. Staff use mathematical language in everyday conversation and ask children questions, such as 'How many worms have you got?', counting one and then two, during their play. A weekly singing and dancing session also encourages children to count the days of the week and count backwards from five to one, introducing the various ways of number use. The pre-school weekly routine includes a daily adult-led activity, such as an active kids session and many story-time and song-time activities. This supports children in gaining skills in listening and following instructions. In addition, staff discuss with the older children who attend, the process of starting nursery or school. This includes how they will make new friends, may wear a uniform and dress themselves, supporting them in becoming ready for the next stage in their development. As a result, children's school readiness is being promoted.

Relationships with parents in the pre-school are strong and staff use various strategies to engage them in the educational programmes. Parents are able to view their child's learning journeys at any time and staff are on hand to discuss any concerns parents may have. Through regular newsletters, parents are informed of current and future plans, and offered ideas on how they can extend their child's learning at home. However, when spoken to, some parents were unsure about the range and type of activities their child has experienced. This limits the learning that can then be extended at home and opens up the possibility that additional strategies may be needed to ensure that all parents are fully informed.

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

Children have a real sense of belonging to this pre-school and many have previous experience of the environment and staff through attending the drop in centre. All children have their own named pegs to hang their belongings on and a large board to register their arrival using named pictures of themselves. This helps children develop a sense of belonging in the pre-school. The children also use this board to see who has arrived and count how many children are here today, supporting both their early literacy and mathematical skills further. This means children come in happily and leave their parents, running off to find their friends, and also demonstrates their understanding of the pre-school routines. Children play well together and staff model acceptable behaviour, supporting children to take turns and play well alongside each other. A flexible early drop off system in the pre-school shows sensitivity to the needs of current parents. This allows time for important information to be shared, including children's medical needs. Parents also use this time to look at learning journeys or display books, gaining a valuable insight to their child's time at pre-school. Parents comment that the staff have supported them well with their child's care needs, especially in relation to toilet training, something they would not have attempted yet. A majority of the children are now fully toilet trained and children have been rewarded with 'well done' certificates, giving them a sense of achievement. Sensitive care needs are also achieved through working in partnership with parents and as a result, children are being fully supported in their social and emotional well-being.

An effective key-person system is in place with each child's key-person having the responsibility of updating their learning journey, completing assessments and holding discussions with parents. Settling in arrangements are agreed with parents dependent on the individual child and their familiarity with the pre-school. Children are supported and comforted throughout this time, allowing them to form secure attachments. Children who are distressed or tired are immediately attended to and offered a cuddle or distracted with an activity, further supporting these secure bonds to develop.

Children have the freedom to move between the indoor and outdoor areas in all weathers. Therefore, they regularly take part in physical exercise, promoting healthy lifestyles. Inviting resources including bats, balls, hoops, bikes and larger equipment, including a climbing frame and large wooden train, encourage children to climb, run, balance and throw. Children negotiate space well and practise their developing physical skills. Children are allowed to take risks such as walking along the wall and jumping off at the end, but are reminded regularly to be careful or they may fall. Continual reminders to put on the provided sunhats when playing outside further support children's awareness of personal safety. Children are offered a healthy and nutritious choice at snack time and fresh drinking water is readily available, encouraging children to assess their own personal needs. Snack includes a large selection of fruit, cheese and crackers of which children usually help themselves to. These are social occasions where children sit and talk with staff and their peers, and are used to talk about and reinforce the current learning topic. Children wash their hands at regular intervals throughout the day but especially when coming in from the garden and before eating, promoting good hygiene practice. Children comment that 'we wash our hands so we don't get germs in our belly', highlighting their

developing understanding of personal hygiene. On reflection, the pre-school purchased a portable washing device to encourage children in carrying out these tasks more independently and minimising the time staff were out of the room. This complements the already substantial collection of child friendly equipment, such as low-level sinks, chairs and tables to continually support children's independent skills. Equipment and resources at the pre-school are well-maintained and appropriate to the ages of children who attend.

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

The management team of the pre-school is dedicated and committed to providing a high quality childcare provision for children. All staff have a good understanding of how to meet the safeguarding and welfare requirements and carry out daily risk assessments to ensure that these are met. This means that children can play and explore safely. A secure buzzer entry system is in place. This ensures that no unauthorised person can enter the premises and no child is able to leave unaccompanied. After assessing the risk, staff supervise children outside at all times due to the low-level railings which separate the premises from a large playground used to access two other settings. This helps to ensure that children are kept safe from harm. All staff working with children have received full Disclosure and Barring Service clearance meaning that they are suitable to work with children. Furthermore, a majority of staff have attended first-aid, safeguarding and safer food handling training with the intention that the remaining staff member will have completed these in the very near future. Induction processes for new staff include training on the pre-school policies and procedures, enabling awareness of what action to take and who to contact if any concerns about a child were raised. A robust policy pack for staff includes procedures on the use of mobile phones and social networking sites to minimise any conflict of interest. The manager is fully aware of safer recruitment procedures and has access to a variety of networks to safely advertise for additional staff if needed.

The policies and procedures of the pre-school meet all the safeguarding and welfare requirements of the Early Years Foundation stage. Parents are informed about the pre-school's safeguarding policy, which includes the prohibited use of mobile phones in the setting. Posters displayed remind parents and visitors of this policy.

A detailed self-evaluation enables the manager to identify areas of practice that can be improved and highlights the strive for continuous improvement the pre-school has. Areas of current focus include extending the resources available for technology and supporting staff in gaining further qualifications. The views of both parents and children are gathered through a variety of means. In addition to daily discussions and meetings, parents complete evaluation sheets detailing their views on the current service provided. Although to date these have all been positive, the manager would use this feedback when considering future areas for improvement. Children's views are gained daily through observing how they interact with the activities offered and asking them regularly what they have liked or disliked. A white board is also used to make a note of these as they occur for future reference. For example, on noticing that the home corner was rarely being used, staff changed the layout of the room so that children found this area more

inviting. This increased opportunities for children to use their imagination.

Staff have well-established links with other providers and agencies, many of whom staff have a previous working relationship with. This benefits access to specialist help as needed, preventative programmes and the views of others, allowing for reflective practice. Furthermore, support from Westminster City Council ensures the learning and development requirements are continually monitored. Close links to Newpin family centre and the local church street children's centre offer support to parents and carers. This is achieved through drop-in and play sessions and individual targeted programmes.

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	EY468013
Local authority	Westminster
Inspection number	939188
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	12
Name of provider	St Paul's Newpin Limited
Date of previous inspection	not applicable
Telephone number	02077246765

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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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