

# Three Acres Pre-School

29-31 Parkhill Road, London, NW3 2YH

## Inspection date

Previous inspection date

04/07/2014

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

- Children access a wide and varied range of activities, which interest and challenge them. Therefore, they show good levels of involvement in their self-chosen activities and become active learners.
- Staff are positive role models. They are kind and caring towards the children. Therefore, the atmosphere in the nursery is calm and children behave well.
- The manager has a strong drive for development and welcomes feedback from parents and other professionals in order to enhance practice. This promotes a positive attitude in the staff team and ensures continuous improvement.
- Partnerships with parents and other professionals are working well. As a result, children receive good support to make progress and to make seamless moves to other settings.

### It is not yet outstanding because

- Occasionally, large group activities do not take into account children's varying needs to make the best of the learning opportunities. As a result, some children become disengaged.
- The processes for sharing any concerns about individual children's learning and development with new staff is inconsistent.

## 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 including the outdoor areas.
- The inspector took account of the views of the parents.
- The inspector observed children's free play and planned activities and sampled children's learning profiles.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager to discuss the pre-school development plans and aspects of the safeguarding and welfare requirements.

## Inspector

Carolina Montesinos

## Full report

### Information about the setting

Three Acres Pre-School registered in 2013 and it is run by the Pre-school Learning Alliance. The setting operates from a community centre in the London Borough of Camden. It is open each weekday from 9.30am to 12.30pm term time only. The setting is registered on the Early Years Register. There are currently 15 children on roll. The setting employs three members of staff and all of them have early years qualifications. The pre-school receives funding for children age two, three and four years. The pre-school supports children who speak English as an additional language and children with special educational needs.

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

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

- enhance the organisation of group activities to ensure they cater to the varying needs of the children
- strengthen processes for sharing concerns about children's learning and development with new staff in order to ensure consistency.

### Inspection judgements

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

Children enjoy the time they spend at the pre-school. Management and staff have a strong understanding of the learning and development requirements for the Early Years Foundation Stage. They provide a stimulating environment and experiences which motivate children to eagerly learn through play and exploration, and challenge their abilities. Staff offer a good balance of self-chosen and adult-led activities. There is a wide range of resources, which staff organise thoughtfully to enable children to select independently. At the same time, staff are near by to support children through play as they model and enhance their learning experience. Therefore, all children develop motivation for learning and confidence to try new things. Children also show good levels of involvement in their activities and become active learners.

The quality of teaching is consistently good and staff are skilled in engaging children in activities that enable them to learn and make good progress. For example, as children play in the sand tray staff demonstrate how to use equipment to make and observe the sand move at different speeds. They then step back to allow children to have a go and find their own way to do it. Children take part enthusiastically in the activity and use mathematical vocabulary, such as 'fast' or 'slow', 'heavy' and descriptive language such as

'sprinkle' and 'pour'. This helps children develop thinking skills and creativity as well as motivation for learning and self-confidence. Furthermore, staff make good use of open-ended questions and plan interesting activities, which support children's language communication well, and promote positive interactions and listening skills, for example during cooking activities. However, at times the organisation of some group activities does not fully target the needs of some children effectively because groups are too large. As a result, some children become disengaged. Children are provided with a wide range of experiences to develop their physical skills. They really enjoy cutting and sticking, completing puzzles, painting, playing house, building and dressing up. They have daily access to outdoor play, where they have plenty of opportunities for large movement and more energetic play as well as accessing quiet areas to rest. Therefore, they gain a wide range of skills necessary for their next stage in their learning, including school, when the time comes.

Staff know children well and have high expectations of all children. They use a range of strategies to support children to move forward in their development of communication and language skills. They provide running commentary of children's activities and encourage children to use their home language, particularly as they first settle. Staff also use books and singing as a way to model and promote language acquisition. Children with special educational needs and those who speak English as an additional language benefit from good partnerships between the staff, parents and other professionals and access a targeted plan, which meet their needs. Therefore, children make good progress based on their starting points.

There are good systems in place for planning and assessment, which allow each key person to monitor and plan for children's progress. For example, staff complete 'All about me' forms with parents and have and gather further information about what children can do at home. This feeds staff's initial assessments and helps set children's next steps. Staff complete progress checks for two-year-old children and share this with parents, together with regular observations and termly progress summary reports. This helps ensure two-way communication with parents is effective and any gaps in children's learning is identified and addressed appropriately. Parents speak to practitioners on a daily basis and during parents' meetings. They contribute to learning files and participate in nursery activities. As a result, strong relationships are actively contributing to children's learning and progression.

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

The key person system works effectively in providing secure relationships for children. Staff are thoughtful and adapt their practice in order to meet the individual needs of the children. For example, they tailor the settling-in period to ensure individual children have sufficient time to become familiar with the environment and the staff and develop good attachments. This allows children to develop strong bonds and become emotionally prepared for change. Staff are positive role models and are kind and caring towards the children. As a result, children listen to instructions and learn to have increasing self-control over activities. Therefore, the atmosphere in the nursery is relaxed yet purposeful and

children behave well.

Children feel safe and secure in the care of the staff. They demonstrate this, are happy to stay in the morning and quickly choose their first activity. Children enjoy a mixture of free-flow and more structured activities, inside and outside. They are encouraged to develop self-help skills and they pour their own drinks through the day. Older children use the bathroom independently and learn to dress themselves as they play with the dressing-up resources or go to play outside. Resources are easily accessible and reflect children's interests. This promotes children's independence and self-confidence well. Staff speak gently to the children. They remind children through their activities that 'sharing is caring' and supervise children's play very well, so that they can support younger children as they develop a good understanding of boundaries.

Children learn about being healthy. Staff ensure they are good role models and promote healthy eating and good hygiene practices. Additionally, children have daily access to an enclosed outdoor environment. This provides opportunities for children to enjoy fresh air and physical exercise as they run, climb, jump, push wheeled toys and explore and investigate. Staff are vigilant in maintaining children's safety and supervise them appropriately at all times. As a result, children feel safe and secure. All staff have a good understanding of how to make sure children are kept safe, which includes a good knowledge and understanding of their safeguarding policies and procedures. Daily risk assessments undertaken mean that children learn and develop in a safe environment. Children learn about fire safety and what to do in case of emergencies because they participate in fire evacuation drills. Furthermore, staff make good use of naturally arising opportunities to help children learn about safety. For example, while children play imaginatively riding the wheeled toys, staff pretend to be transit police and set up the roads and crossing areas for children. This also allows staff to have conversations with children about road safety and help children learn to negotiate space.

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

The manager has a strong drive for development and welcomes feedback from parents and other professionals in order to enhance practice. She has a good understanding of the learning and development requirements and works closely with the staff in order to ensure their development and action plans reflect needs for development. The group receive regular support from the Pre-school Learning Alliance advisors and the local authority's Early Years professionals in order to strengthen their provision. The manager and her team are prompt to identify and address any issues in practice ensuring continuous development. There are good systems in place to monitor children's progress and staff are confident in following effective procedures to ensure all children, including those who fall behind in their learning, have the best opportunities to learn and achieve. Staff successfully involve parents in the initial assessment of children's learning and a continuous collaboration means that the educational programmes are tailored to meet the individual needs of the children. As a result children make good progress in the pre-school.

Arrangements for safeguarding children are firmly in place. The implementation of clear policies and procedures contributes to the safety and welfare of the children. These include thorough risk assessments of the premises and outings and policies related to medicines and children's health. There is also a thorough safeguarding policy in place to support practice. Staff receive training in safeguarding and through discussion, demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Recruitment and induction procedures are robust. As a result, suitably qualified and experienced staff care for children. Overall, leaders of the pre-school conduct thorough induction processes for new staff, which prepares them to fulfil their roles effectively. However, at the time of the visit the newly appointed deputy manager did not have all information about children's additional needs. Nonetheless, such information was easily accessed and other staff present had knowledge of the specific needs in the group.

Parents appreciate the support they receive in seeking extra support for their children's development. They appreciate the effective communication methods and find staff to be friendly and know their children extremely well. The manager takes account of the views of the parents, the staff and the children in order to evaluate her practice. There is a very dedicated and motivated team, who support each other. This has a very positive impact on outcomes for children. Staff make good links with other settings and local schools as children move between settings. Additionally, the manager attends network meetings organised by the local authority. This helps partnership work between settings and promotes effective support for children through change.

## 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>	EY461944
<b>Local authority</b>	Camden
<b>Inspection number</b>	946931
<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>	15
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0207 722 3812

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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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