

College Road Pre-School

College Road, Harrow, Middlesex, HA1 1BA

Inspection date	20/10/2014
Previous inspection date	04/11/2013

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

- Children make good progress in the pre-school. This is because staff know children well and provide activities to follow children's interests and individual needs.
- Staff offer children opportunities to be involved in good mix of adult-led and child-initiated activities to support all areas of learning and development.
- Children are kept safe and their well-being is promoted in the setting. Consequently, children settle well and feel secure in the pre-school.
- Staff establish positive relationships with parents. Parents are kept informed about their children's progress in the pre-school and encouraged to promote their learning at home.

It is not yet outstanding because

- There are fewer natural materials and resources to support children to learn about the environment. There are missed opportunities to encourage children to understand the letters that make up their names.
- There are missed opportunities to encourage children to understand the letters that make up their names.

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 interactions between staff and children in the indoor and outdoor environment.
- The inspector discussed and sampled the pre-school's policies and procedures and children's development records.
- The inspector met with the provider and manager and discussed the safeguarding procedures and the process of self-evaluation.
- The inspector spoke to staff, children and parents in the pre-school.
- The inspector carried out a joint observation with the manager.

Inspector

Vanessa Brown

Full report

Information about the setting

College Road Pre-school has been registered since 1992. It is managed by a voluntary management committee, made up of parents of children at the setting. It operates from the first floor of Harrow Baptist Church, situated in the London Borough of Harrow. The setting can be accessed by both stairs and a lift. Children have access to three interconnecting rooms and use the roof terrace for outdoor play. The setting opens five days a week from 9.30am to 12.30pm, for 38 weeks of the year. Currently, there are 15 on roll in the early years age group. The setting is in receipt of funding for the provision of free early education for children aged three and four years. The setting supports children with special educational needs and children who speak English as an additional language. The setting employs eight staff, including the manager, all of whom hold appropriate early years qualifications; of these, one member of staff holds an international teaching qualification. The manager holds a qualification to National Vocational level 5, one member of staff has achieved Early Years Professional Status, two members of staff holds a qualification at level 2 and three members of staff hold a level 3 qualification. The setting receives advice, support and training from the local authority. The setting is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance learning opportunities so that children are able to practise writing and recognising the letters that make up their names

- develop the use of natural materials inside and outside to extend children's opportunities to learn about the environment.

Inspection judgements

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

Children enjoy attending the nursery because staff provide them with a range of activities that follow children's interests and keep them challenged and motivated to learn. Staff provide good levels of support for children and understand when to become involved in activities to extend children's learning, and when it is appropriate to allow children to develop their imagination themselves.

Staff speak to parents about children's abilities and development when they start in the pre-school. They find out about their likes, dislikes, routines and interests, and complete initial observations on children when they start. They use this information as the initial

assessment for children and plan purposeful play activities to support children's next stage of development. Staff effectively monitor and assess the progress children are making through regular observations in all areas of learning. As a result, they are able to identify the different ways individual children learn. Staff know their children well. They talk confidently about how well the children are progressing in their learning and development and their plans to further support children's development. Staff complete a written progress summary for all two-year-old children, which they share with parents. Overall, by providing a good mix of child-initiated and adult-led activities, staff ensure all children make good progress in the pre-school in readiness for their next in learning

Children enjoy playing indoors with the sand and learn to scoop and pour, using a range of equipment to support their physical development. They join in with role-play scenarios, for example, they play shop using electronic push-button tills and mobile telephones, which supports their understanding of the wider world. Staff promoted children's understanding of numbers as they pointed out and identified the numbers they pressed on the key pads. Children sat together and chose objects from the object gag. They sat and listened to instructions well as staff encouraged children to take turns and to talk about what is in the bag. This supports children's communication and language and they become confident talking in front of their friends. Children choose freely from a range of resources to support all areas of learning and development. However, there are few natural materials available the pre-school to promote children's understanding of their natural environment.

Children have lots of opportunities to develop their confidence and independence in preparation to going to school. Staff encourage children to wash their hands before snack time and after using the toilet. All children join in with circle times, which helps them learn to sit and listen and also to follow instructions. There is a self-registration system and children learn to recognise their name. The use of focused activities promotes children's learning and helps prepare them for school. However, staff miss opportunities to develop children's early writing skills by encouraging them to practise writing the letters that make up their names, in preparation for going to school.

Partnerships with parents are positive and are focused on promoting parental involvement in children's learning. Staff provide parents with good information about the nursery and through regular meetings and verbal feedback from staff; parents are kept fully involved in their child's learning and development. Staff encourage parents to continue their children's learning at home by providing information and ideas, which helps to ensure children, continue to make effective progress.

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

Children settle well in the pre-school. This is because staff know individual children well and understand their needs. For example, they gently communicate with children who find it more difficult to settle upon arrival, by speaking in the child's home language. This helps children to feel safe and secure and eventually settle down. Children build strong emotional attachments with staff. They are confident to approach them for help and

support. This helps children to build self-confidence and independence. Children are happy and choose from a range of resources and activities, which staff plan around children's interests.

Staff encourage children to be kind and polite in the pre-school. They remind children of the rules in the pre-school; as a result, children behave well. Staff provide children with sand timers to encourage them to share and. This encourages children to manage their own behaviour and understand the routines. Staff work in partnership with parents to develop strategies to follow at home. Consequently, children make good progress in their personal, social and emotional development.

Staff promote children's understanding of healthy lifestyles. They sit together with children at snack time and choose from a variety of fruit including plums, bananas, oranges and grapes and a choice of water or milk to drink. Children practise their self-care skills as staff encourage them to cut up the fruit independently and pour their own drinks. Children have fun and concentrate as they learn to spread butter onto wholemeal bread, which promote their hand-to-eye coordination skills.

Children benefit from using the roof terrace of the pre-school for outdoor play as well as going on regular walks to local parks and outings. This promotes their physical development and understanding of the importance of regular fresh air and exercise. Children play on trikes and scooters and learn to balance on equipment. They run around and play with their friends. Children hold hands and make friends as they explore the environment with a magnifying glass, which promotes the development of their social skills.

Staff complete risk assessments to ensure that children are kept safe indoors and outdoors and when on outings. The effective use of rigorous health and hygiene procedures ensure that children's well-being is a priority. The pre-school has appropriate procedures in place to record the administering of accidents and incidents and parents are informed. Staff are trained in first aid and deployed effectively to ensure that any accidents can be dealt with promptly.

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

Management and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation stage. Robust policies and procedures are in place and shared with parents. The effective use of recruitment systems, staff supervisions, appraisals and training by management ensures that all adults working with children are suitable to do so. The pre-school's safeguarding policy incorporates guidance from the Local Safeguarding Children Board and staff attend regular training. Staff have a good understanding of safeguarding and follow procedures rigorously if they have concerns about a child. They are also confident in the procedures for reporting concerns about another member of staff.

Management and staff have a strong commitment to continuous improvement and actions from previous inspections have been implemented and fully met. Staff complete regular accurate assessments of children's learning which are linked to the educational programmes. This ensures children make good progress in their learning. Partnerships with parents have strengthened and children's home learning is promoted effectively. Management and staff review their practice regularly and put plans into place to further enhance the opportunities for learning that are offered to children. They receive support from within the local authority for children who need additional support and children make good progress towards the early learning goals. Management and staff work together to reflect on practice and identify any improvements needed. Regular supervision and team meetings as well as training, help to support staff in their professional development. Staff and parents views are sought to develop an overview of the pre-school and to consistently promote children's care and learning to a good level.

Partnership working with parents is good. Parents comment how much they value their child's key person as well as their manager and that their children enjoy coming to the pre-school. They appreciate the information staff provide to support their children's learning at home. Staff communicate with parents on a daily basis to share information about children's development and care needs, which supports children's well-being. Children's development records are shared regularly so that parents are fully informed of how children are progressing.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	509103
Local authority	Harrow
Inspection number	962674
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	15
Name of provider	College Road Playgroup Committee
Date of previous inspection	04/11/2013
Telephone number	02084274600

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

