

Swiss Cottage Pre-School

Swiss Cottage Community Centre, 19 Winchester Road, London, NW3 3NR

Inspection date	20/10/2014
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 provide an inviting and well-resourced environment. This encourages children to play and explore. As a result, children are happy and learn to make independent choices.
- Staff prioritise the safety of the children, they are well organised and confident in their knowledge of policies and procedures. This contributes to promoting the welfare of the children.
- Partnerships with other professionals are strong. This helps ensure smooth transitions and effective early intervention, to ensure all children access the support they need to make progress.
- The manager is passionate about development and supports staff training. This has a positive impact on outcomes for children and supports the continuous improvement of the setting.

It is not yet outstanding because

- Occasionally, staff miss opportunities to extend children's learning because they do not position themselves strategically during group activities, to provide highly enabling interactions.
- There are fewer opportunities to promote children's early writing skills in meaningful contexts, such as in the role-play area.

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 had a tour of the premises with the manager.
- The inspector took account of the views of the parents.
- The inspector sampled children's learning records and other key documentation.
- The inspector conducted a joint observation with the manager and observed children's play inside and outside.
- The inspector met with the manager to discuss how they meet the Early Years Foundation Stage requirements and reviewed their self-evaluation systems.

Inspector

Carolina Montesinos

Full report

Information about the setting

Swiss Cottage Pre-School originally registered in 1994. Following redevelopment of the site, it was re-registered in 2005. The pre-school is organised and managed by the Pre-School Learning Alliance. It operates from a community centre in the London Borough of Camden. The setting is open during term-time only between the hours of 9.30am and 12.30pm. Children have access to a main playroom and occasional use of an adjoining hall. There is also an enclosed outdoor play area. Facilities are accessible for wheelchair users. There are currently 16 children on roll. A team of three staff work with the children, all of whom, hold recognised qualifications in early years. The pre-school receives support from the local authority and is in receipt of funding for the provision of free early education for three and four-year-old children. The pre-school supports a number of children who speak English as an additional language. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen the organisation of group activities by considering how staff position themselves, to help maximise children's learning, to provide highly enabling interactions
- Further extend children's early writing skills by providing meaningful opportunities in the role-play area.

Inspection judgements

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

Staff have a good understanding of child development and ensure the educational programmes meet the needs of all children. They ensure the environment is stimulating and inviting in order to promote learning. Children access wide range of age-appropriate activities across the areas of learning. All resources are easily accessible to ensure children can make independent choices. As a result, children play well together, learn how to use resources adequately and become active learners. Children's routines include a good mixture of child-initiated and adult-directed activities. For example, some children choose to play imaginatively and become princesses in the role-play area and other children choose to join a planned activity and make butterflies using a variety of craft materials. This means they receive effective levels of challenge and support in their activities and therefore, make good progress in their learning.

Effective systems for observation assessment and planning mean that staff know the children well and adapt their planning in order to help all children make progress. This helps staff to provide further challenge and extension of children's learning. For example, staff base their planning on their observations of children's interest of transport. As a result, the planning include exploring and playing with different size cars, a small-world garage and transporting toys and dolls on wheel barrels and pushchairs outside. This helps children learn about movement through first-hand experiences. Therefore, quality of teaching is good. Staff make use of naturally arising situations to extend children's learning. For example, they count the number of jumps children take on a trampoline, describe shapes and use mathematical language while children play with play dough.

Staff use a range of effective strategies to support children's language development. Children who speak English as an additional language access a range of multilingual resources. Staff use repetition, labelling and provide running commentary of children's activities to support children in their acquisition of language. However, there on a few occasions, staff miss opportunities to extend children's learning. For example, during an observed planned painting activity, children sat at a table, which was facing the wall and the staff directing the activity stood behind the children and talked over them. This made it hard for the staff to promote highly enabling conversations and to model the use of the resources to the children. Nonetheless, children showed high levels of involvement, listened well to safety instructions and enjoyed exploring colours and mark making. Staff ensure that children are being prepared for the next steps in their learning by providing opportunities to develop their understanding of literacy. All resources and displays are clearly labelled and children access an extensive range of writing and mark-making materials, such as paint, pens, pencils, chalk, etc. This promotes children's early writing and reading skills. However, there are fewer opportunities for writing in meaningful contexts available in the role-play area.

Strong partnerships mean, staff have successfully involved parents in their children's learning. Parents provide regular feedback and contribute to children's files with home observations. Therefore, there is unified approach to ensure children access all the support they need to learn and achieve. There are effective early intervention systems in place, which includes working in partnership with parents and other professionals, such as health visitors and others settings in order to inform initial and ongoing assessments. As a result, staff are able target the planning to closely match the next steps of the children and any gaps in their learning are closing.

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

Children are happy and confident. They establish a secure attachment to their key person and develop positive relationships with other adults and children. Therefore, they feel safe and secure, show enthusiasm when trying new experiences and enjoy learning. Staff support children effectively through change because they tailor the settling-in process to meet the individual needs in the group. Staff are kind and attentive and ensure their care needs are met promptly. This promotes children's well-being and enhances their sense of

belonging. Staff are good role models; they give children meaningful praise for positive attitudes and cooperative play. As a result, children follow their lead and are respectful of one another and well mannered. They show concern for others and learn to share and take turns. For example, children were observed reaching out to others in play by finding an additional toy for their friends.

Staff promote children's health effectively. Good standards of hygiene ensure that children's health and well-being are protected. Children learn to wash their hands independently before meals and after using the toilet. Staff follow their healthy eating policy consistently. They provide fresh fruit and vegetables, as well as brown bread for snack. Water is available throughout the day and children have a choice at snack time of water or milk. This means children gain good understanding of healthy eating as they discuss and try a variety of snacks every day. Children develop increasing control over their activities as they pour their own drinks and participate in making the snack as a planned activity. This helps children prepare for the steps in their learning. Staff promote children's physical development and develop large and small-muscle skills and access fresh air outside throughout most of their session. They have great fun, climbing, sliding and playing ball games with each other. Children confidently use indoor resources outdoors, such as writing materials or the home corner pushchairs as a continuation of their learning. This also contributes to promoting healthy lifestyles.

Staff prioritise the safety of the children. Children learn how to promote their own safety and manage risks because staff involve children in the risk assessment process. For example, children participate in the daily checks of the outdoor space in the morning and help the staff to sweep the leaves on the floor. Staff also remind children to use the correct steps when climbing on the slide and supervise children on the climbing frame. Therefore, staff promote the safety of the children effectively and help children learn how to stay safe.

Although, toys, resources and equipment are stored away at times when the provision is not in operation, staff manage to provide a very well-resourced and stimulating environment. This means it is welcoming, appealing and rich in print. The staff teach children to do many things for themselves so that they become independent in readiness for school, for instance, children have their own coat pegs and learn to hang their coats or put them on to play outside.

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

The manager has a strong knowledge and understanding of the learning and development requirements. She is highly qualified and has a strong drive for development. This has a positive impact on the staff team, who are currently also being supported in obtaining further qualifications. The manager works closely with the staff, this enables her to have a good overview of the practice and implement change. There are detailed action plans based on staff observations, feedback from their early years consultants and staff self-reflection, which help identify needs for training and development. This currently includes

implementing a new system to monitor the well-being of the children, based on training staff attended. Also, there are plans to review the role-play area, to enhance further the space and range of resources. All of this helps to ensure children access a good quality provision and that the pre-school continues to improve.

The manager is very organised and has a very good understanding of the safeguarding and welfare requirements. There are comprehensive policies and procedures in the nursery to underpin the effective management of the provision. The required adult-to-child ratios are maintained at all times, and all of the required records are kept to ensure children remain safe. Thorough risk assessment completed by the staff, which results in a safe and secure environment where children can play. Additionally, the manager ensures any maintenance work is completed out of pre-school hours and has a robust visitors policy. Staff are confident in their roles and have a strong knowledge of child protection issues. The manager ensures they attend regular updates on required training such as, paediatric first aid and safeguarding children. The use of accurate and precise registers, ensure that the staff have a clear record of the names of children and their times of attendance at the setting. Furthermore, there are robust recruitment procedures that ensure children are kept safe with suitable adults. The manager ensures all staff undergo enhanced Disclosure and Barring Service checks. The interview process ensures that candidates are suitably skilled and experienced. The manager provides consistent mentoring and supervision, which helps ensure the ongoing suitability of the staff team. Therefore, children are fully safeguarded in a setting that shows a high regard for their safety.

The pre-school have strong links with local schools where children will transfer. The manager attends transfer meetings organised by the local authority. Teaching staff are welcomed into the nursery to meet children who will transfer into their school and the pre-school staff organise yearly visits to the new schools. Key persons ensure teachers are provided with updated assessments of children's progress before they transfer into school. This helps promote effective partnership work and support children in making smooth moves to new settings.

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	EY302576
Local authority	Camden
Inspection number	843773
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	16
Name of provider	Pre-School Learning Alliance
Date of previous inspection	26/01/2009
Telephone number	020 7916 7090

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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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