

Southover Pre-School

12 Southover, London, N12 7JE

Inspection date	27/11/2014
Previous inspection date	09/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 a good awareness of how children learn and are skilled at providing activities that are challenging and enjoyable. As a result, all children make good progress given their starting points and capabilities.
- The effective key-person system ensures that children receive consistency of care.
- Children and staff form secure attachments, and this enables children to feel safe.
- Leadership and management of the setting are strong and staff protect children well, supervising them closely.
- The pre-school promotes children's learning at home very well by positively encouraging parents to be actively involved in supporting their children's progress.

It is not yet outstanding because

- Staff do not fully build on children's interest in making music to extend their understanding of specific features, such as rhythm and tempo.
- Occasionally staff do not respond swiftly to children's curiosity by providing additional resources to allow them to explore and investigate the natural world.

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 the staff engage in a range of indoor and outside learning activities with the children.
- The inspector held discussions with the manager, staff and children, and took part in a joint observation with the deputy manager.
- The inspector looked at samples of children's assessment records, planning documentation, the pre-school self-evaluation and a range of other documentation
- The inspector checked evidence of suitability and qualifications of the staff and took account of the views of parents and carers spoken to on the day.

Inspector

Anahita Aderianwalla

Full report

Information about the setting

Southover Pre-School opened in 1968. It is situated in Woodside Park in the London Borough of Barnet and is located in the premises of a football and cricket club. The pre-school operates from two interconnecting rooms and has access to an outdoor area. The pre-school is open Monday to Friday for sessions from 8.30am to 2.30pm during term time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 35 children on roll, all in the early years age group. The provision is in receipt of funding for the provision of free early education to children aged three and four years. The pre-school supports children learning English as an additional language and children with special educational needs and/or disabilities. There are eight members of staff, seven of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- make resources more readily accessible for children to investigate and look at things more closely, to support their understanding of the world around them
- provide greater challenge in activities to make music, to reflect children's interest in this area.

Inspection judgements

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

Staff teach young children the key skills they will need to support their future learning well. They have good knowledge of the educational programmes and provide a good range of well-balanced activities. These take full account of the different ways in which individual children learn, and the stage of learning and development that each child has reached. Staff observe children as they settle into the pre-school and speak to parents to find out together, what children can do. They record this information in a baseline assessment and follow this with accurate observations and assessments that create a clear picture of children's current learning. This information forms the next steps for future learning and progress. Precise monitoring of children's learning means that all children make good progress. Staff quickly identify and address any gaps in children's learning. This means that staff target support where it is needed. The next learning steps identified for each child reflect their ability and are included in the planning so that children receive challenge and consolidation to help them make continuous progress.

Children take part in a wide range of experiences that enrich their overall development. They are enthusiastic and motivated learners, supported by staff who understand how young children learn. The staff proactively follow, and extend, children's interests and link activities to events in their lives. For example, during the inspection staff encouraged children to recall previous experiences as they pretended they were making bread in the role play areas. They discussed different ingredients as they created their own recipes. In addition, if there is a new baby in the family, staff set up a small role play area with dolls, blankets and bedding. Consequently, children gain a sense of self as they discuss their family life.

Staff provide good and exciting opportunities for children to learn about the natural world. For example, staff recreate the bottom of the sea as children investigate sand, water and shells in the large outdoor tray. They promote children's language and communication skills through discussions, routines, spontaneous and planned activities. Staff make comparisons, describe items and feel natural materials to help extend children's knowledge and their vocabulary. Staff further engage children by talking about their memories of previous holidays to the sea side. Staff plan exciting and challenging activities in and outdoors, enabling children to learn about the nature, texture and colour. However, staff do not fully enrich children's learning by providing them with the opportunity to experiment with investigative tools, such as magnifying glasses, so that they can observe things more closely. Children begin to understand about different mathematical concepts through planned, spontaneous activities and through the daily routines.

The learning environment is rich in pictures, which provides good opportunities for conversation. Children learn about the written word as there is a wide range of text throughout the setting. They routinely see their name in print and are starting to understand that written words have meaning. The pre-school supports this further as there is a member of staff who is mainly interactive with children who are learning English as an additional language. Children have good opportunities to be creative. They can freely access a good range of materials to draw and make marks with. In addition, the children have good opportunities to extend their interest in early writing within creative and imaginative play.

Staff plan regular singing sessions with a varied range of musical instruments and the use of microphones. Children have fun as they make music but staff do not fully extend their interest by speaking to them about the different rhythms they are creating or other musical elements, such as tempo. This does not fully challenge children who have a specific interest in this area.

Staff and parents work in close partnership to ensure continuity of learning. Staff actively encourage parents to share what their child knows and can do from the start of their placement. The pre-school is proactive in promoting and extending children's learning at home by positively encouraging parents to be actively involved. This all supports children's learning and helps to develop good relationships.

Close and caring relationships, and strong attachments, ensure children are secure, happy and confident in this friendly, welcoming setting. Staff know the children well. Therefore, they are able to meet their care and learning needs effectively. Children enjoy the different experiences on offer. This is because the staff nurture and encourage them.

Staff encourage all children to be independent as they dress and undress themselves. They learn to put on their own shoes and feed themselves at snack and lunch times. As a result, children are well prepared for their next stage in learning.

The successful key-person system and effective staff deployment helps children to settle well. Staff obtain detailed information from parents when children first start at the pre-school and maintain constant communication to enable them to effectively meet each child's needs. In addition, staff devise individual care plans with parents and other agencies when appropriate. This fully supports all children with their move from home to the pre-school, as well as their later moves within the pre-school.

The pre-school promotes equal opportunities for all who attend. For example, children learn about other cultures and people through planned and spontaneous discussion and activities. They enjoy national and international festivals and celebrations. In addition, children take part in charity events. This enables them to learn about other people and become more alert to the needs of others.

The staff are good role models and use positive methods for managing children's behaviour. This helps children develop their social skills and builds their self-esteem. Staff fully understand the challenges that can affect the behaviour of children and the frustrations that can occur for them. As a result, significant progress is made as children develop coping mechanisms to manage their own behaviour.

Children have a wide range of opportunities to learn about being healthy through activities and discussions. Children have fun taking part in vigorous play opportunities each day. For example, they extend their physical skills as they enjoy riding around on bikes and wheeled toys. They also enjoy running, balancing and climbing as they explore the outdoor area. In addition, staff plan activities that increase children's understanding about health and hygiene through established daily routines. For example, staff provide clear explanations about why children must wash their hands. Children are learning about personal safety as they respond to clear safety procedures both in the pre-school and in the large outdoor area. They receive appropriate encouragement to begin to take some risks, such as when they use outdoor play equipment.

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

The manager and staff take all necessary steps to keep children safe and well. There is a commitment to creating and maintaining a good quality pre-school that safeguards children. Staff fully understand their responsibilities with regards to child protection and

know what to do if they have a concern about a child.

All staff have been vetted to determine their suitability to work with children and records of their checks are kept on file. There is an effective system that ensures staff remain suitable for their role. Robust recruitment and induction further ensure the suitability of staff. The working practices of all staff are efficiently monitored through formal appraisals, supervisions and spontaneous discussions. In addition, the manager completes reviews of practice and peer observations. Staff are very confident about sharing any concerns they may have about colleagues with the manager.

Staff understand their roles and responsibilities, which effectively promotes children's health, safety and learning. They provide a safe, welcoming and stimulating environment. Good security arrangements help to protect children. For example, staff check the identity of all visitors and ensure that only authorised persons have access to the pre-school.

A range of comprehensive policies and procedures provide a clear focus on children's welfare. These are shared with parents, providing them with an insight into the pre-school's role and responsibilities. Staff maintain all necessary permissions and records to support children's well-being. Staff carry out ongoing risk assessments to ensure all areas of the premises are safe and suitable. For example, clear documentation is shared with all staff in specific folders, which records how staff monitor areas on a daily basis and remove hazards, if identified.

Staff use self-evaluation effectively to identify areas for improvement. This includes detailed action plans that include the continued development of staff skills. Staff training is well-embedded and managed, ensuring that all staff have the qualifications and skills to meet children's needs. The manager monitors the delivery of the educational programme well and tracks the planning of activities and children's progress effectively. This ensures that children are making good progress in line with their peers and that staff are able to provide targeted support to help narrow learning gaps if necessary.

The strong partnership with parents contributes significantly to meeting children's learning and development needs, and to promoting their well-being. This ensures parents are confident to leave their children in the pre-school's care. There is a good level of communication with parents, which ensures continuity of children's care, learning and development. Staff keep parents informed about their child's progress. In addition, parents are able to attend planned progress meetings with the key persons and manager if they require any information on their child. Staff deal with parents sensitively and maintain confidentiality at all times. Therefore, parents are clear about how their child is cared for and how their learning is enhanced.

Staff work closely with other professionals to support children when the need arises. Good relationships with the local advisory teacher and special educational needs teacher help the pre-school to develop effective links with other agencies. This results in a good exchange of information among carers to provide coordinated care for children.

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	EY256699
Local authority	Barnet
Inspection number	998172
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	35
Name of provider	Huma Sayed
Date of previous inspection	09/12/2011
Telephone number	020 8492 8408

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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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