

# Toddlers Pre-School

10th Edmonton Scout Hut Churchfield, Recreation Ground, Great Cambridge Road, Edmonton, N9 9EQ

<b>Inspection date</b>	11/12/2014
Previous inspection date	08/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 develop strong relationships with children through an effective use of the key-person approach, so children feel happy and secure in the setting.
- Staff support children to develop their communication and language skills through small group work and the discussions they have with them. As a result, children are progressing well.
- Staff carefully plan activities and are good at developing spontaneous activities so children are really engaged in their play.
- Staff effectively assess children's development to make sure that children are constantly making progressing in their learning and development.

### It is not yet outstanding because

- Although children enjoy outdoor play staff do not ensure that there are resources available to enable children to go out in all weather.
- The staff miss some opportunities to further develop children's existing good literacy skills as the book area, equipment and range of reading materials there, are not as enticing as they could be.

## 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 activities in the hall.
- The inspector carried out a joint observation with the manager.
- The inspector talked to some of the parents, the children, the manager and the staff.
- The inspector examined a selection of documents, including policies and procedures, and those that assess suitability of staff.
- The inspector looked at a variety of children's records including observations, assessments and planning.

## Inspector

Alexandra Samara

## Full report

### Information about the setting

Toddlers Pre-School registered in 2008. It operates from a scout hut in Edmonton, North London. The pre-school is on the ground level and can be accessed directly from the car park. The pre-school operates from the main hall and there is a small kitchen where staff prepare snacks. Children have access to a secure outdoor play area. The pre-school is open from 9.30am to 4pm every day apart from Friday during term time. There is a morning session from 9.30am to 12.30pm, and an afternoon session from 1pm to 4pm. There is also the facility for children to stay all day. The pre-school is registered on the Early Years Register. It receives funding for the provision of free early education for children aged two, three, and four. There are currently 17 children on roll in the early years age range. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language. A total of five staff work with the children. All members of staff, including the manager, hold suitable early years qualifications. There are established links with the Enfield early years partnership and local schools.

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

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

- review the resources and equipment available to encourage children to sit and look at books, to further extend their literacy skills
- increase children's opportunities to participate in outdoor play in all weathers.

### Inspection judgements

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

Staff provide a welcoming environment where children can develop through play and exploration. When children arrive they are keen to explore the activities that are on offer. Staff are deployed well in the environment, and are there to encourage and support the children when needed. There are well defined areas within the environment offering children a range of different experiences. There are areas dedicated for children to develop their creativity and mark making skills and children access these regularly. There is an area for exploring play dough, mathematics and construction area. There is also an area for children to go to sit and look at books to develop their literacy skills and awareness that print carries meaning. However, staff recognise that the equipment and books in this area are worn and there is minimal to sit on and relax in while looking at the books. Nonetheless, children happily sit and look at books, either on their own or with staff. Children observe what is available and then are encouraged to choose what they are

interested in. Staff plan the environment and resources on the basis of their close observations of children. As a result, they are able to plan successful activities that children enjoy and engage in. Staff use their recent observations to evaluate how well children are progressing, and to ensure they plan relevant next steps for children's learning.

Staff offer children a balance of child-led and adult-led activities. For example, staff take their lead from the children and create a puppet theatre with animals. Therefore, children can act out the stories they have learnt. Staff encourage children to choose the activities they want to take part on. For example, during the inspection, some of the children wanted to access the adult-led activity of making party hats. Staff give children time to explore the resources without putting an emphasis on the end product. They describe to the children the resources they are using. For example, staff use words like 'soft' or 'shiny' to try to promote children's language development. As a result, children are developing good communication and language skills. They talk to the children about different sizes, such as big or small, and different lengths, such as too long or too short. This develops children's vocabulary, as well as, their awareness of mathematical concepts. Staff supervise the children and are there to offer support when children need it. For example, when children need help in using the scissors. This helps to encourage children's independence skills.

The quality of teaching is good. The staff are positive and enthusiastic and have a clear understanding of how children learn. They have a good knowledge of the children and their next steps for learning and development. For example, staff choose books to support children's language skills. Once they have read the book together, staff encourage children to remember the objects in the book. The children enjoy the close interactions and the opportunity to practise their language skill in a secure environment. As a result, staff are effective in supporting and motivating children to learn. Staff are good at asking questions that encourage children to think, and they give children time to think before answering. As a result, children are able to developing their thinking skills, respond to staff and extend their vocabulary. Staff extend children's interests in books and imaginative play well. For example, they use a child's interest in a cartoon series to try to encourage them to access resources that they might be reluctant to try otherwise.

Staff are aware of how much children enjoy the outdoor and try to regularly take them outside. However, during the inspection, children playing outside had to come indoors because it was raining and the resources were wet. As a result, children do not have the opportunity to explore the outdoors, and practise their physical skills, in all weather. Nonetheless, staff plan additional physical activities in the hall, where children can balance, and play with balls and hoops.

Parents feel well informed about their children's learning. Parents' talk with their children's key person each day, and there are also twice yearly review meetings where there is the opportunity to discuss their child's progress further. Staff create two different types of learning records for each child. A learning journey which includes pictures of the activities they have been doing and which parents can take at home. The learning journey is used as a communication tool where staff and parents can share their observations about children's learning in the nursery and at home. They also use a staff assessment record,

which is based on a national developmental guidance document. This helps them to track children's progress and identify their next steps for learning. As a result, parents and staff work well to develop children's learning.

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

Staff support children's health and independence effectively. Children share healthy snacks and learn about the importance of healthy eating and good hygiene practices. For example, children routinely wash their hands before snack time, and after using the toilet. Staff ensure that children always have access to fresh water. Children are encouraged to pour their own drinks at snack time and lunch time. Consequently, children learn to care for their own needs and develop their personal independence skills. Staff teach children about safety. For example, they talk to children about how it is not safe to run around in the nursery, and that they need to be careful when using balancing equipment. Children's safety is important to staff. The staff implement effective risk assessment procedures and regularly practise the fire drill with children. As a result, children are kept safe and learn about the importance of safety.

The key-person system is well established in the setting. As a result, there are strong and secure relationships between the staff and children. Staff are nurturing and supportive with the children. Consequently, children feel confident to ask for help when needed. Children arrive at the pre-school happy and eager to get involved in the activities that are on offer and to explore the environment. Staff work closely with parents to support the smooth move from children from home to the nursery, and then with their move on to school. They use 'transition forms' to find out as much as possible about the children, and then use this information in their initial planning. They later pass similar forms and learning records on to the school. As a result, children adjust well in new environments.

Staff work with children in small groups and try to support their social development by encouraging sharing and turn taking. As a result, children make friends and learn to cooperate and negotiate with each other. Staff are good role models. For example, they speak kindly to the children as they remind them not to run around in the hall. Staff consistently acknowledge and praise children for their efforts, and for having ago. As a result, children become confident learners. Staff prepare children for what is happening next after routines or activities, this supports children's independence and sense of belonging. Children behave positively and respond well to instructions. For example, children listen when adults tell them that it is time to tidy up or that at lunch time they have to wait until everyone is finished. Consequently, children are learning about rules and respect.

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

The manager has a good understanding of the setting's strengths and areas for development. She has used a self-evaluation form to evaluate her practice, and set

priorities for the future. As a result of this process, she has developed an action plan to develop the provision further. Consequently, the manager is effective at driving continual improvements. The staff work effectively as a team. They meet regularly to discuss policies and procedures, and aspects of practice. Consequently, the nursery policies, procedures and processes are updated regularly.

Staff demonstrate a good knowledge of the nursery policies and procedures. All staff have attended training in safeguarding, and demonstrate they have a good knowledge of what to do if they have any concerns regarding a child. The designated safeguarding officer, and the deputy safeguarding officer, have attended the advanced safeguarding training, and are able to provide support and guidance to all staff. All staff hold current paediatric first-aid qualifications. As a result, there is always a qualified person available in the pre-school to ensure accidents are dealt effectively and promptly. The manager uses effective procedures to recruit and induct new staff, as well as monitor the ongoing suitability of all staff. She is also using effective supervision arrangements to support staff in their new roles. Consequently, staff are clear about their roles and responsibilities.

The manager has a good understanding of her leadership role and responsibilities in the setting. She meets regularly with staff and supports them in their roles. As a result, staff feel well supported and are helped to improve their teaching. She also has a good knowledge of the Early Years Foundation Stage requirements and how to support children's learning. She regularly monitors and tracks children's learning and development to ensure all children are making the expected progress. She works with staff to reflect on their observations and next steps for learning, and effectively plans activities that meet the children's learning needs.

The manager works well with other professionals, including speech and language specialists, and the local authority early years adviser. Because the staff work in partnership with other professionals, children who need additional support are quickly identified and are able to access further support. As a result, children receive the support they need and are able to close gaps in their development.

## 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

<b>Unique reference number</b>	EY382956
<b>Local authority</b>	Enfield
<b>Inspection number</b>	829821
<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>	24
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Toddlers Partnership
<b>Date of previous inspection</b>	08/06/2009
<b>Telephone number</b>	07947 380279

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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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