

# Waterside Pre-School

Havelock Childrens Centre,, 17 Trubshaw Road, Southall, Middlesex, UB2 4XW



## Inspection date

28 March 2017

Previous inspection date

6 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff develop positive relationships with children and their parents. Children settle well and make friends. They feel safe and valued. Children's behaviour is good.
- Staff know how children learn and develop and attend well to their needs. Children make good progress in relation to their different starting points. They are ready for the next stages in their learning and development, including their move to school.
- Children enjoy the outdoor activities and the fresh air and exercise. For example, they confidently balance on stepping stones and enjoy ball games with their friends and staff.
- Children access resources to help them learn about different people, their communities and cultures. For instance, children take an active part in festivals and appreciate the words that are displayed in different languages that reflect their home languages.
- Managers assess and evaluate the quality of the provision to continually improve outcomes for all children.

### It is not yet outstanding because:

- At times, some staff miss opportunities to further extend children's language and thinking skills during activities.
- Systems to encourage all parents to contribute to their children's next steps in learning are not always highly successful.

## What the setting needs to do to improve further

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

- make use of all opportunities to extend children's language and thinking skills to aid their learning
- continue to explore ways to involve all parents in their children's next steps so that they can be even more involved in their children's learning.

### Inspection activities

- The inspector observed activities in all parts of the pre-school, including the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the pre-school management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the pre-school's policies and procedures, including those related to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Robust recruitment and induction procedures ensure that staff are suitable to work with children. Staff have a good understanding of safeguarding practices and know how to keep children safe in their care. Managers and staff check the progress of all children effectively. When identifying gaps in children's learning, staff provide additional support to help children catch up. They work well with relevant agencies and other professionals to help ensure that children receive the support they need. Managers observe staff regularly and give them specific feedback to help improve their practice. Staff attend training regularly and keep up to date with new developments to strengthen their skills. Managers take into account the views of staff, parents, children and others to continually improve their service.

### Quality of teaching, learning and assessment is good

Staff use gradual settling-in arrangements to help children become familiar with their environment, routines and expectations. They provide interesting activities that generally stimulate children's learning. Children are interested and motivated to learn. They thoroughly enjoy working together. For example, children choose construction tools to purposefully build their favourite models and talk about what they have created. Children experiment with different colour paints and observe the changes that happen to paint colours when they mix. Children eagerly join in songs and rhymes. They try different musical instruments and dance to music. They listen and respond well to instructions.

### Personal development, behaviour and welfare are good

Staff are good role models to children and support children's social and emotional skills well. Children learn to share toys fairly and take turns. Staff help children to become independent in the pre-school. For example, they give children enough time to learn to put on their coats before going outside to play, help prepare fruits for snacks and tidy up resources. Staff conduct regular checks on the premises and resources, to ensure children can engage in both indoor and outdoor activities safely. They undertake fire drills regularly to help children know how to evacuate the building safely in an emergency.

### Outcomes for children are good

All children make good progress and gaps in their learning are rapidly closing. Children learn to explore resources safely and show consideration to each other. Older children count objects, match with corresponding numbers and confidently solve problems. They know letters and sounds and write their names correctly and independently. Children are aware of the changes that happen to the weather as they learn about the world around them.

## Setting details

<b>Unique reference number</b>	152931
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1085768
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	6 February 2015
<b>Telephone number</b>	020 8843 0548

Waterside Pre-School registered in 2001. It is situated in Southall in the London Borough of Ealing. The pre-school is open each weekday from 9am to 4pm, and operates during term time only. The provider receives funding to offer free early education to children aged two-, three- and four-years. The provider employs four members of staff, who hold relevant early years qualification at level 3.

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