

# Hampstead Garden Suburb Pre-School

Free Church Hall, Northway, LONDON, NW11 6PB



## Inspection date

21 February 2018

Previous inspection date

5 May 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Although the manager completes suitability checks for staff, she does not ask them to inform her of ongoing changes that may make them unsuitable to work with children.
- The manager does not ensure the staff use risk assessments in a timely way to minimise or eliminate all hazards to children.
- Staff do not maintain an accurate daily register of the children's hours of attendance, as required.
- Staff do not use children's interests or preference to learn outdoors to challenge and extend their learning.
- Sometimes, staff do not build on what children already know to help extend their learning in mathematics.
- The manager does not evaluate effectively enough to identify and address areas of weaker practice to improve outcomes for children.

### **It has the following strengths**

- Staff and parents have positive relationships. Good information sharing takes place between staff and parents, and parents feel part of their children's learning. Parents speak well about the staff and in particular the shared learning opportunities.
- Children have fun as they play. For example, they enjoy creative activities, such as painting and making a get well card for their friend. They explore and use a range of creative materials and have fun with glitter.
- The staff have developed effective partnerships with other professionals, which has improved their skills and helped to secure extra support for the children who need it.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ implement effective procedures to ensure all staff understand the importance of keeping the manager informed of any changes that may make them unsuitable to work with children	06/03/2018
■ maintain thorough risk assessments and use them to take timely action to eliminate or minimise all hazards to children	06/03/2018
■ keep an accurate daily record of the names of children looked after on the premises and their hours of attendance, to help keep them safe and accounted for in an emergency.	06/03/2018

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

- provide exciting and challenging learning experiences to support those children who prefer to learn outdoors to follow their interests to build on their learning
- strengthen teaching to help engage and excite children to extend their learning in mathematics
- use self-evaluation to identify areas for improvement accurately to enhance outcomes for all children.

### Inspection activities

- The inspector observed children's play and staff's interactions with children in the indoor and outdoor areas.
- The inspector talked to staff and children. The inspector held regular discussions with the manager.
- The inspector examined documentation, including a sample of children's and staff's records. This included the suitability checks for staff.
- The inspector talked to parents during the inspection to gather their views on the nursery.

### Inspector

Julie Biddle

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager completes robust recruitment procedures to check staff's suitability and qualifications. However, she does not ask staff to keep her informed of any personal changes that may make them unsuitable to work with children. The manager deploys staff effectively so they are not alone with children. The manager has some risk assessments but staff have not implemented these to remove low-level brambles where children ride their bicycles. However, the manager is working with the landlord to make the outdoor area safe. Staff are confident about the procedures to follow to report any concerns about children to protect their welfare. Safeguarding is effective. The manager makes some evaluation of the nursery. However, she does not identify all areas of weaker practice to strengthen outcomes for children.

### Quality of teaching, learning and assessment requires improvement

In general, staff know the children well. Children use their imagination well. For example, they dress up and make phone calls on the phone. Children enjoy using a range of creative materials and confidently talk about the colours of the paint they are using. Children enjoy the outdoor area to develop their physical skills and have fun riding bicycles and scooters. However, staff do not use the area to extend the learning experiences across all areas for children who prefer to learn outdoors. Children have varied learning experiences to help them communicate. For example, they confidently sing songs. However, there are less opportunities for children to develop their mathematical skills.

### Personal development, behaviour and welfare require improvement

The manager recognises there are some weakness in the ongoing checks of staff's suitability and implementation of risk assessments. Nonetheless, she deploys staff effectively to help keep children safe. Children settle well and staff are sensitive to their changing needs. They arrive happily and settle quickly to their chosen activities. Children make friends and show good levels of kindness to each other. For example, they help to create a get well card for one of the children. Staff are skilful at praising children when appropriate, helping them to develop confidence and self-esteem.

### Outcomes for children require improvement

Children are generally motivated to learn. They learn to share and take turns. For example, they know when to pass on objects as part of a game and do this carefully. Children are developing an early understanding of letters and sounds and some useful skills in preparation for school. However, children who prefer to learn outdoors have limited experiences to build on their learning, and older children do not progress as well in mathematics as other areas. Overall, children learn a suitable range of skills that prepares them for school.

## Setting details

<b>Unique reference number</b>	EY338293
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1122159
<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>	24
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Hampstead Garden Suburb Pre-School Partnership
<b>Registered person unique reference number</b>	RP535420
<b>Date of previous inspection</b>	5 May 2017
<b>Telephone number</b>	07785 995 412

Hampstead Garden Suburb Pre-School registered in 2006. The pre-school operates from 8am to 2.30pm on weekdays, with the option for children to stay for shorter hours. The provider employs five staff, all of whom hold relevant childcare qualifications. The nursery receives funding for free early years education for children aged two, three and four years.

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.

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