

Perivale Community Pre School

Horsenden Lane South, Greenford, Middlesex, UB6 7NP



Inspection date

22 March 2018

Previous inspection date

25 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager and staff implement the early years learning and development requirements well. Parents have opportunities to share information about the interests of their children. Staff use this information effectively to meet children's needs and support their learning.
- Children enjoy using the welcoming and caring environment and they feel happy and safe. There is a strong bond between the children and their key person. This supports children's physical and emotional development well.
- Staff use their good-quality teaching, observations and well-planned activities to help them meet children's needs and target their next steps in learning.
- Staff assess children's performance and complete the required progress checks for children aged between two and three years. Older children's progress is monitored particularly well and staff effectively support their next stages of learning.

It is not yet outstanding because:

- Staff have not yet fully developed their monitoring of children's learning to help identify all gaps in progress between groups of children, to help them make even better progress.
- Assessments of children's learning and development are not as consistently well completed by all staff in some areas to precisely show children's progress from their starting points.

What the setting needs to do to improve further

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

- strengthen the monitoring of groups of children to more precisely identify, and quickly target any gaps in progress
- enhance how staff maintain children's individual records and ensure they reflect precise and accurate information right from their starting points.

Inspection activities

- The inspector sampled a number of documents including, staff qualifications, first aid, risk assessments, planning, safeguarding information and children's assessments.
- The inspector conducted a joint observation with the manager to evaluate teaching and learning.
- The inspector spoke with children and staff, at appropriate times, throughout the day.
- The inspector observed interactions between key carers and children.
- The inspector spoke to a number of parents and viewed some testimonials to evaluate how well the staff supported their children.

Inspector

Jameel Hassan

Inspection findings

Effectiveness of the leadership and management is good

The manager ensures staff effectively monitor children's individual progress to identify gaps in learning. Staff with bilingual skills support children who speak English as an additional language very well. Staff are given opportunities to improve their teaching. For example, the use of open-ended questioning has strengthened their skills and has helped ensure children develop their thinking skills and promoted their creativity. Where needed, the pre-school gains support from external agencies to support children's development. Safeguarding is effective. Secure vetting procedures are in place and staff attend training to ensure they know how to keep children safe. Staff ensure appropriate risk assessments and practices are in place to keep children safe from harm.

Quality of teaching, learning and assessment is good

Staff use observations and assessments to give them insight into how each child learns. This information helps them provide opportunities for children to progress towards the next steps in their learning. For example, through a directed activity a staff member carefully chooses high-quality toys that promote children's understanding of someone's medical needs. She models the specific language and actions linked to the activity. Children use the relevant resources with each other, taking turns to be a patient. This captures their interests and provides the motivation for them to explore and investigate further in their own play. Staff organise the outdoor area to provide physical and imaginative play. For example, children use objects to pour, tip and scoop sand and measure the amount they have used, improving their mathematical understanding.

Personal development, behaviour and welfare are good

Staff are well thought of by the children and their families. Children's emotional and physical well-being is catered for well. Children build secure attachments with their key person and are confident to ask for help when required, to support them in their learning. For example, children are encouraged to take risks. They learn to balance on a series of low wooden blocks independently, under the watchful eye of the staff. Staff consistently encourage respectful attitudes and children respond well when asked to tidy up before the end of the session. At snack times, children despite their age, sit, talk together and are encouraged to feed themselves. This helps children learn to be able to care for themselves and develop their social skills. Their dietary needs are catered for and good-hygiene procedures are in place to help make sure children stay well.

Outcomes for children are good

Children make good progress in their learning and enjoy their time at the pre-school. They participate in the many activities available. Young children have opportunities to improve their physical development; painting, cutting and pasting. Older children improve their literacy skills and enjoy singing, joining in repetitive language and learning the sounds that letters make. They are prepared well for their future learning and their eventual move on to school.

Setting details

Unique reference number	118190
Local authority	Ealing
Inspection number	1126713
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	21
Name of registered person	Perivale Community Pre-School Committee
Registered person unique reference number	RP517482
Date of previous inspection	25 November 2015
Telephone number	07971 166001

Perivale Community Pre-school registered in 2000. It operates from a hall within Perivale Community Centre in the London Borough of Ealing. The setting employs six members of childcare staff. Of these, all hold relevant qualifications from level 2 to level 6. The pre-school operates each weekday during term time only. Sessions are Monday, Wednesday and Thursday from 9.15am to 1.45pm, and Tuesday and Friday from 9.15am to 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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