

# Inspection of Northfields Pre School

71a Northcroft Road, London W13 9SS

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Inspection date: 8 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children separate quickly from their parents. Staff encourage parents to exchange information, as children remove their coats and hang them on their peg before entering the large playroom. Children quickly find something to do and negotiate with their peers. They can be clearly seen working together to build towers in the construction area or planning what they are going to 'cook' in the home corner. There is a gentle, happy hum of chatter as children go about the activities that they have chosen.

Each term, children have opportunities to participate in extra-curricular activities, including tennis and dance. During tennis lessons, children walk while focusing on their balance. They move around the room, navigating the space as they listen intently to the directions given by the instructor. Staff are on hand to guide and offer support when needed.

Children have adult-led and free-choice activities. Children fully engage in what they are doing, moving purposefully to find different activities to participate in. Children who require additional support are encouraged to finish one activity before moving around the setting to find another activity of interest to join in.

## **What does the early years setting do well and what does it need to do better?**

- Staff spend time talking to children. They model language through meaningful conversations. Staff ask questions and give children time to think and reply. Staff's interactions with children are rich in language. For example, they discuss events that are important to children. A small group of children sustained a conversation about an upcoming birthday and the activities linked to planning a party.
- Children are extremely well behaved. They line up to take turns and, as they wait, they talk among themselves. Children are supported to negotiate with their peers to share resources. Staff sensitively support children by guiding them to consider how it may feel if they do not let a friend have a go. Children respond positively and reach a solution by taking turns with each other.
- Children are supported to develop their awareness and use of mathematical language. For example, children identify characters in a familiar story by size. Staff skilfully thread a range of different words into the activity to describe size.
- Children with special educational needs and/or disabilities (SEND) are well supported. Parents are offered regular meetings to talk about the progress that their children make and discuss referrals. The special educational needs coordinator and parents devise goals together that include skills to support parents in the home. Parents of children with SEND praise staff as they feel fully included and can clearly see the progress that their children make.

- Parents provide children with fruit for snack time. Staff offer children milk or water to drink, and toast with dairy-free spread. They obtain information from parents about their children's individual dietary requirements and check this prior to serving. Staff have strategies to meet children's dietary needs. For example, they use a second toaster for gluten-free bread. Staff monitor children's serving sizes to adhere to recommendations and to support children to develop healthy eating habits.
- Parents share how the setting communicates with them, which is mainly by email. Parents can request meetings at any time to discuss children's progress with staff. Parents receive information on their child's progress at the end of each term. However, staff do not regularly share consistent information about children's development with parents, which some parents say they would like more of.
- Leaders and managers reflect on their role as 'sustaining the energy and enthusiasm'. Staff use time setting up as an opportunity to consider and adapt their practice. Leaders and managers provide regular supervision, ongoing professional development and training to supports staff's practice. They have established links with the local authority's early years consultants, who offer the provider with support to maintain their role.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete daily health and safety checks to ensure that the premises are safe for children's use. They quickly report any repairs to ensure that the building and outside space is well maintained and fit for purpose. Staff are knowledgeable of a range of safeguarding issues. They demonstrate an understanding of how to identify possible harm by observing changes in children's behaviour. Staff know how to record and report any concerns to the designated safeguarding lead within the nursery.

## What does the setting need to do to improve?

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

- share more information with parents about their child's development, to improve the links between home and nursery.

## Setting details

<b>Unique reference number</b>	118163
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10234105
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Northfields Community Centre Playgroup Committee
<b>Registered person unique reference number</b>	RP910523
<b>Telephone number</b>	020 8567 8030
<b>Date of previous inspection</b>	9 March 2017

## Information about this early years setting

Northfields Pre School registered in 1993 and is run by a voluntary management committee. It is situated in the London Borough of Ealing. The pre-school is open each weekday from 9am to midday during term time. There are four members of staff, three of whom hold early years qualifications at level 3. The provider is in receipt of funding to provide early education to children aged three and four years.

## Information about this inspection

### Inspector

Bernie Dunne

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider and the inspector completed a learning walk together to discuss the learning intentions for children.
- At appropriate times, the inspector spoke to staff during the inspection.
- Parents shared their views of the setting with the inspector.

We carried out this inspection 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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