

Inspection of IMPs Pre-School

The Portakabin, Broadley Street Gardens, Broadley Street, London NW8 8BN

Inspection date: 22 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff give children's safety and well-being the highest priority at this warm, bright and welcoming setting. The manager and staff are very caring and there is a strong ethos of support for families. The well-established and experienced team members are dedicated to their aim of building a 'triangle of trust' between parents, children and staff. Children feel safe and secure in the setting.

The curriculum has a strong focus on the prime areas of learning to ensure that children have solid foundations for their future learning. Many children need support with their communication and language skills. Staff engage children in meaningful conversations. They discuss the recent stormy weather overnight and why birds have 'feather jackets'. Staff are ambitious for children and make sure that all children, including those with special educational needs and/or disabilities (SEND), make progress. They enhance children's life experiences, for example they go on funded outings to the nearby puppet theatre.

Staff help children to understand the rules of the setting. They offer clear explanations as to why something is dangerous, such as the risk of choking on pen lids when using felt-tip pens. Children learn about boundaries and good manners. They respond well to staff's requests and interventions because staff are consistent in their management of unwanted behaviour. Staff use effective strategies to support children with SEND.

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

- There are effective procedures in place for introducing all new children into the setting. A welcome visit, followed by a sensitive and gradual entry, helps children to feel secure in the setting. Even children who are very new settle quickly due to staff's nurturing approach.
- Children learn about healthy lifestyles. Staff teach them about the importance of brushing their teeth and washing their hands. Staff provide a healthy breakfast to help children concentrate on their learning. Children enjoy lots of fruit, and wholemeal toast, during this sociable meal. However, there is more to do in partnership with parents to ensure that the foods in all the children's lunch boxes are healthy and nutritious.
- Children with SEND are well cared for and supported. The special educational needs coordinator (SENCo) is proactive, skilled in seeking support and works with the whole family. She works closely with other agencies to ensure that children get the help and protection they need as soon as possible. The SENCo contributes fully to multi-agency meetings and shares information appropriately.
- Staff talk to children throughout the day to encourage their speaking and listening skills. Staff role model well, speaking clearly to the children, repeating

key words and providing simple explanations. Leaders and staff understand the importance of good communication and language to children's future learning. Staff are less consistent regarding the implementation of the education programme to ensure children develop their engagement in stories, songs, rhymes and poems as much as possible.

- Staff help children to get ready for the next stage in their education. Staff work hard to develop children's self-care skills and are proactive. They encourage partnership working with parents to make sure that children are toilet trained. Parents value staff's holistic approach to support for the whole family.
- There is a good focus on encouraging children's physical development. Children use the outdoor space everyday. Children play outside with ride-on toys and hoops. They run, climb and use the slide with gusto. On the day of the inspection, children especially enjoyed 'swirling' around the garden with staff, imitating the strong winds of the previous night.
- Children have a wide range of opportunities to support the development of their fine motor skills. Older children use tweezers skilfully to pick up and transport colourful 'worms'. They use spreaders to spread glue, 'like butter on toast'. This helps children to learn how to perform tasks such as use cutlery, hold a pen and get themselves dressed, as they prepare for school.
- The manager leads the setting well. She routinely checks on staff's well-being and is very supportive. Staff are encouraged to continue their professional development. Termly supervisions and peer-on-peer observations ensure that staff continue to evaluate and develop their skills. Staff treat children, and colleagues, with respect and all are valued in this highly inclusive setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the delivery of the education programme for communication and language, to ensure that opportunities for children to listen to stories, poems, rhymes and songs are a priority during every session
- continue to support all parents to understand the benefits of good nutrition on their children's health.

Setting details

Unique reference number	EY426156
Local authority	Westminster
Inspection number	10304935
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	25
Name of registered person	The Independent Mothers Pre-School Committee
Registered person unique reference number	RP523996
Telephone number	02077255787
Date of previous inspection	6 February 2018

Information about this early years setting

IMPs Pre-School registered in 1993. The setting is located in the London Borough of Westminster. It is open each weekday, from 8.30am to 3pm, during term time. The provider employs five members of staff. Of these, four staff hold relevant qualifications at level 3 and one member of staff holds a qualification at level 5. The setting receives funding to provide early education to children aged two, three and four years.

Information about this inspection

Inspector

Penny Fisher

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/manager and staff about the leadership and management of the setting.
- The SENCo/deputy manager spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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