

Handsworth Pre-school

Inspection report for early years provision

Unique reference number	EY300790
Inspection date	22/04/2009
Inspector	Sharon Henry
Setting address	United Reformed Church, 40 Malvern Avenue, London, E4 9NP
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Handsworth Pre-school was re-registered in 2005 following a change of premises. It operates from a church hall situated in a residential road in the Highams Park area within the London borough of Waltham Forest.

A maximum of 32 children, from two years to under five years, may attend the pre-school at any one time. The pre-school is open Mondays to Thursdays from 09:15 to 11:45, and from 12:30 to 15:00 on Wednesdays during school term time. A lunch club operates on Mondays, Tuesdays and Thursdays between 11.45 and 12.15 and on Wednesdays between 11:45 and 12:30. All children share access to an enclosed outdoor play area.

There are currently 39 children on roll, all of whom are in the early years age group. The setting is registered on the Early Years register and supports children for whom English is a second language.

The pre-school employs eight staff, of whom five hold appropriate early years qualifications and two are in training. Staff receive support from the Waltham Forest Early Years department.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are welcomed into a setting where their individual abilities and preferences are suitably recognised by staff. Consequently, their needs are well met and they make satisfactory progress towards the early learning goals. The environment is safe and secure and children are able to explore and investigate at their own pace and become independent. All staff are involved in the process of evaluating the service, care and education provided and the process enables them to suitably identify areas for development to facilitate continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that assessments of children and planning link together to identify their starting point and the next steps in their learning to enable them to make good progress through the early learning goals
- further improve children's health by improving the present system of hand washing
- review the educational programme to improve the provision for children to develop their knowledge and understanding of the world, in particular diversity
- develop procedures to follow should an allegation be made against a member of staff

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and welfare) 13/05/2009
- devise a missing child policy (Documentation) 13/05/2009

The leadership and management of the early years provision

Children are cared for in a bright and child-friendly environment where displays of children's work, and appropriate posters, add to the welcoming environment. Children benefit from playing in a well-organised environment which enables them to move around safely and freely. They use a wide range of good quality toys and resources appropriate to their age and stage of development.

They relate well with each other and have made close attachments with their peer group. Children are becoming independent, as they hang their coats on their pegs on arrival. They are welcomed by enthusiastic staff, who take time to talk and listen to them.

Staff ensure children are safeguarded, as staff have an appropriate understanding of safeguarding issues, which means they are alert to the signs and symptoms of abuse. A detailed safeguarding policy is in place, outlining the procedures to follow should staff have a concern about a child in their care, as well as the setting's commitment to promoting children's welfare. However, it is missing important information such as the procedures to follow should an allegation be made against a member of staff. Generally all required documentation is in place to promote the efficient management of the provision. However, there are no records of parental consent for the seeking of emergency advice or treatment for some children. As a result the requirement is not fully met. Further to this the setting has not devised a missing child policy. Effective vetting procedures are in place to ensure all adults working with children are suitable. Risk assessments are undertaken and staff carry out daily safety checks to ensure the environment is free from hazards.

Staff form friendly relationships with parents and carers of children. They exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. The setting has developed a range of policies and procedures, which are incorporated within the parent pack and discussed at admission.

The management have a positive approach to continuing improvement and recommendations from the last inspection have been acted upon. The nursery has started to identify some strengths and weaknesses. They are beginning to introduce systems to continually evaluate and monitor the care and education provided. However, these are not yet fully effective. The management team and staff work well together and share a common goal of raising the outcomes for children and their families.

The quality and standards of the early years provision

Staff have a growing awareness of the Early Years Foundation Stage and provide a suitable range of worthwhile activities, which place sufficient emphasis on the six areas of learning. They form warm relationships with children and support their learning through encouragement, praise and role modelling. Routines include a balance of child-initiated and adult-led activities and children make steady progress in their development. Children have access to a good selection of toys and equipment, which are clean and well maintained. Staff carry out regular observations of children as they play. However, the assessments are not always linked to the areas of learning and are not always used effectively to plan individualised activities which will challenge children to progress quickly enough to the next stages of learning and development. As a result, staff are unable to successfully plan as not all children's starting points or next stages of development are successfully recorded.

Children benefit from a good range of nutritious snacks to promote their growth and development, for example, raisins, breadsticks and a selection of fruit. As a result, they are learning to make healthy choices and gaining an awareness of healthy eating. Even though the garden is presently being refurbished, children participate in indoor physical play such as playing with the parachute, where they become excited as they all gather under the parachute. They enjoy singing songs such as the 'wheels on the bus' and the 'busy bee's song', which requires them to use their body in a range of ways.

Children are learning to be independent as they choose when they want their snacks and they confidently attend to their own personal needs and know to wash their hands afterwards. However, the present system does not promote good hygiene practice. For example, there is no hot water in the toilet and the method of having a bowl of water in the play area means that all children wash their hands in the same water and on some occasions use a communal towel, all of which poses a risk of cross infection and therefore compromises children's health.

Children become familiar with routines as they anticipate daily events, such as group time. They behave well and enjoy sharing experiences together. Staff effectively promote children's language development through talking to children, reading stories and singing songs. As a result, children are keen to communicate and freely express their feelings and wishes. Mark-making materials are readily available, enabling children to express themselves and practise their pre-writing skills.

Children enjoy being creative as they play with the play dough, using tools such as cutters and rolling pins to create different shapes and objects. A group of children pretend to make pancakes and discuss what shape pancakes are. Staff use opportunities such as when playing dominoes to discuss shapes and colours. Children use technology which involves them using earphones and operating the tape recorder. However, their knowledge of diversity is not fully supported due to limited resources that reflect diversity.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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