

Handsworth Pre-school

United Reformed Church, 40 Malvern Avenue, London, E4 9NP

| | |
|--------------------------|------------|
| Inspection date | 17/09/2014 |
| Previous inspection date | 22/04/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Staff set out an interesting variety of resources and plan extra learning experiences in response to children's individual learning needs.
- Staff are calm and sensitive in their approach. Children quickly gain self-confidence and develop a sense of belonging.
- Staff have developed a good partnership with parents. The manager seeks the views of parents at regular intervals to help ensure children's needs continue to be met.
- The manager maintains an ongoing development plan, which encourages staff to reflect on their practice and highlight aspects for further improvement.

It is not yet outstanding because

- Staff do not always provide a wide range of activities, indoors and outdoors, that encourage children to extend their physical skills and abilities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children taking part in a range of indoor and outdoor play activities.
- The inspector talked with staff and observed their teaching.
- The inspector interviewed the manager and together carried out a joint observation of a planned activity.
- The inspector took parents' views into account.
- The inspector sampled the documentation, in particular documents relating to children's progress and safeguarding.

Inspector

Jill Nugent

Full report

Information about the setting

Handsworth Pre-school registered in 2005 and operates from a church hall in Highams Park in the London Borough of Waltham Forest. The pre-school opens during term-time only from Monday to Thursday, during the hours of 9am to 12pm and on Wednesday from 12pm to 3pm. A lunch club is available every day. The pre-school is registered on the Early Years register. Currently, there are 27 children on roll. The pre-school employs six staff, of these; five staff hold relevant early years qualifications. Children have the use of two indoor play rooms and a secure outdoor play area. The pre-school is in receipt of funding for the provision of free early education to children aged two-, three-, and four-years-old. The pre-school supports children with special educational needs and/or disabilities and those who are learning English as an additional language.

What the setting needs to do to improve further

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

- provide a range of indoor and outdoor opportunities for children to strengthen their physical development in order to further enhance their physical skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school provision is effective in meeting the learning needs of all children. Staff engage well with children. They join children in their play and talk with them. They help children to follow up their own interests and ideas, while making the most of opportunities to extend children's learning through their play. For example, staff try out children's ideas and suggest ideas of their own; they encourage children to observe closely and to have a go themselves. Sometimes staff demonstrate how to do something, helping children to acquire a new skill. Staff encourage children to think as they explore and investigate with them. As a result, children develop an open attitude to new learning experiences. They are enthusiastic about trying new activities and make good progress in their overall learning.

Staff use spoken language effectively to support children in the development of good communication skills. Staff actively encourage children to join in conversations. They use comments and questions to help children learn about the use of spoken language in different contexts, for example, children are helped to think of words to describe an object or shape. Children benefit from a variety of opportunities to explore mark making on paper using, for instance, pens, paints or pencils. They learn to draw shapes and letters of the alphabet, gaining the skills to enable them to begin writing for a purpose. For example, children begin to label the pictures they have drawn using their own marks.

Staff encourage children's interest in books to promote their early reading skills. Children enjoy looking through books individually. At circle times, staff make use of props to bring stories more to life for children, enhancing their ability to understand the written and spoken words. Staff are particularly good at increasing children's awareness of mathematical concepts during their play. They help children to differentiate between different sizes and quantities. Children learn to recognise numerals as well as using numbers to count. In these ways, children are well supported in the acquisition of useful skills for future learning, especially in the key areas of language, literacy and mathematics.

Children enjoy many opportunities to take part in creative activities. For example, they like to draw, cut and stick. They express their own ideas as they create pictures. They enjoy experimenting with paint, making use of brushes on an easel or just using their hands to print on paper, which is spread out on the ground. Children have fun using a collection of musical instruments, finding out about different sounds and rhythms. They are beginning to learn about scientific concepts, for example, when experimenting with magnets. Staff help children to discover the properties of magnets as they try to attach different things to magnetic boards or try to move those that are attached. Children enjoy the opportunities to take part in physical activities outdoors. For example, they like to run around and investigate trikes or balls. However, this equipment does not always work well on the bumpy grass surface. Children have somewhat fewer alternative opportunities to practise and develop further their physical skills, either indoors or outdoors.

Staff use an effective system for assessment to note their observations of children's learning and to plan for their next steps by setting targets that are specific to each child. They are then able to organise focused activities to move children on in their learning. Staff also take into account parents' comments and observations when planning for children's learning. Staff write regular summary reports, which are shared with parents to enable them to support their children's learning at home. Children's observation files are neatly arranged and provide clear records of their progress. In addition, staff monitor children's progress on individual development charts. In this way, they are quickly alerted to any areas where children need extra support.

The contribution of the early years provision to the well-being of children

Staff prioritise the well-being of all children. They offer children a wide choice of activities, thereby encouraging children to choose independently. Children are inquisitive and show much interest in the activities on offer. Staff are sensitive in their approach and carefully offer appropriate individual support. Children gain self-confidence as they play and explore in different situations. In particular, children benefit from the opportunity to choose between indoor and outdoor play for most of the session. This allows them to reinforce and extend their learning as they participate in similar activities in differing environments. For example, children enjoy making pictures, building models and investigating small-world resources, such as pirate boats.

Staff promote a calm working atmosphere and children benefit from the relaxed environment. Children show a sense of belonging when gathering for circle times and

taking part in group activities. For example, children came gradually to the reading corner after tidying up and sat quietly with books, while waiting for circle time to begin. They responded confidently to staff at group times, following their instructions and answering questions. Children demonstrate good levels of personal independence. They are confident in their use of the toilets and wash basins. They are aware of the need to take care when using the steps to the outdoor area in order to keep themselves safe. They are encouraged to feel secure in the setting as staff supervise them well, wherever they choose to play.

Children are well behaved and understand the need to respect each other's space when playing or working together. They share equipment fairly, for example, when choosing from creative materials around a table or tools in the sand pit. They learn to take turns, for instance, when serving themselves food at snack time. Staff offer children a variety of healthy foods at snack times and encourage children who stay for lunch to bring healthy lunches. In this way, children are supported in adopting healthy lifestyles. Children especially enjoy the opportunities to partake in their snack in different locations around the setting. For example, they enjoy an outdoor picnic and sit carefully on mats when eating their chosen foods. These occasions help children to develop good relationships with others and to acquire good social skills.

The effectiveness of the leadership and management of the early years provision

The pre-school has an effective management team, consisting of the manager, administrative assistant and deputy manager. Together they achieve a well-balanced approach, allowing the manager to spend time on the ongoing development of teaching and learning. There are good procedures in place to promote the safeguarding of all children in the setting. The administrative assistant is aware of all the requirements concerning the vetting of persons working with children. All new staff, committee members and volunteers have undergone the necessary checks to ensure their suitability. The majority of staff are trained in first aid and have good access to equipment. The manager ensures that there is always a qualified first aider in each of the play rooms and in the outdoor play area.

The administrative assistant carries out an annual risk assessment of the premises. Staff keep a daily check to make sure that safety measures are always in place. Staff are vigilant regarding safety and security, for example, they make good use of safety gates around the premises and ensure that children are well supervised when adults arrive to collect them. When staff take children on outings, the administrative assistant makes sure that parents are well informed about the trip and that a risk assessment is carried out. All staff are trained in safeguarding issues and know what to do if they have any concerns relating to child protection. The manager has attended advanced training in child protection and knows how to seek advice or raise a concern as necessary.

The manager is proactive in building a close working partnership with parents. There are effective systems in place to both inform parents and to seek their views. Parents receive

a useful handbook with details of the pre-school's key policies, links to the website and information about the educational programme. There is extra information on display about members of staff and the daily routine. Parents are asked to complete regular questionnaires. These are carefully analysed by the management team to decide whether they need to make any improvements in the provision. Staff liaise closely with parents, making good use of their role as key persons to involve parents in their children's learning. Parents state that they are pleased with their children's progress and appreciate the ease with which they can approach members of staff.

The manager has introduced effective systems to monitor children's progress. She regularly checks children's individual learning files and development charts. She monitors children's overall progress in the prime areas of learning by collating individual data onto visual diagrams. In this way, she is able to see if staff's teaching is effective in helping children make progress during their time at pre-school. She is very aware of the need to support and extend children's learning according to their individual needs. At present, staff are involved in discussions about improving the support for children who are learning English as an additional language. Children with special educational needs are well supported as the special needs coordinator works closely with other professionals. She seeks advice in order to help inform staff about particular conditions and needs, making sure that all staff are aware of children's individual targets.

The manager encourages staff to reflect on their practice and consider areas for further improvement. She regularly observes their teaching and arranges staff supervisions and appraisals. In this way, she is able to ascertain staff's training needs and interests. All staff keep their statutory training up to date as well as attending extra training courses. For example, staff recently attended training on meeting the extra needs of two-year-old children. The manager is interested in further training herself and she is keen that staff continue their training. She maintains a written improvement plan, showing ongoing targets in different areas. This is continually reviewed and updated to ensure that improvement is continuous. The targets are relevant and set out in detail to enable staff to be fully involved. For example, staff have recently worked on developing the systems for observation and planning. They have introduced home-to-school diaries for individual children and are in the process of purchasing a laptop to extend children's learning. In this way, staff continue to maintain a good capacity for improvement.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|----------------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

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.

Setting details

| | |
|------------------------------------|---------------------------------|
| Unique reference number | EY300790 |
| Local authority | Waltham Forest |
| Inspection number | 984924 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 28 |
| Number of children on roll | 27 |
| Name of provider | Handsworth Pre-school Committee |
| Date of previous inspection | 22/04/2009 |
| Telephone number | 020 8527 7657 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

