

Strawberry Hill Pre-School

Inspection report for early years provision

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Inspection date	05/07/2011
Inspector	ISP Inspection

Setting address	St James Church Hall, Radnor Road, Twickenham, Middlesex, TW1 4ND
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Strawberry Hill Pre-School was registered in January 2011. It operates from St James Church Hall, in Twickenham, Middlesex and is managed by two joint proprietors. The premises is single story and comprises of a church hall, with a kitchen area. There is an enclosed area which is used for outdoor play at the side of the building. There is level access to the premises and bathroom facilities are accessible. The setting is registered on the Early Years Register, to care for a maximum of 26 children aged between two and five years. There are currently 19 children on roll of which a small number have English as an additional language. The setting will operate from 9.15am to 12.15pm Monday to Friday during school term times. There are three members of staff who hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff recognise and promote many aspects of children's development and welfare with success. Children play in an inviting, well resourced and secure environment. Staff's knowledge of how each child learns is reflected in the quality of provision throughout the Early Years Foundation Stage, to ensure outcomes for children are promoted the majority of the time. The strong engagement with parents ensures continuity of care and development for children is given high priority. The development of partnerships with other settings and professional agencies is sound. The setting has developed effective evaluation systems for identifying weaknesses, celebrating success and maintaining continual improvement.

What steps need to be taken to improve provision further?

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

- ensure that an effective policy for the administration of medicines is implemented that reflects the current management systems. 22/07/2011

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

- extend the system of observational assessment to show more clearly how individual children's next steps in learning are linked into the future planning
- ensure that the daily attendance register for staff always records arrival and departure times.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well through the effective procedures and safety practices implemented by staff. Children are kept safe within the provision. All staff are very aware of child protection issues and how to refer any concerns. Fire drills are successfully implemented, recorded and evaluated to ensure all children have a good understanding of what to do in an emergency. Thorough risk assessments are reviewed on a daily basis. Documentation and policies - including accident reporting and parental consent records for administering medicines - are mostly in place to promote children's well-being and good health. However, a policy for medicine administration and a register of staff attendance are not in place. Robust procedures are implemented to ensure staff have checks and appropriate clearances to allow unsupervised access to children. A safe arrivals and departures procedure ensures children are collected by authorised people known to staff. All staff have a professional, pro-active and caring attitude towards the ongoing improvement of the setting to ensure outcomes for children are continuously promoted.

The setting have developed systems for evaluating children's learning and welfare. Staff work closely to identify weaknesses through support visits from the local authority and an early years practitioner. Parents and children's views are actively sought and taken into account. The setting has an ambitious drive towards their continual development.

Children have access to a range of resources, either pre-selected or within easy accessible reach of the children. The resources available promote all areas of learning and ensure inclusive practices, encouraging all children to participate in the setting's activities. Staff actively use information gained from training courses as a resource to implement new practices. The setting promotes inclusive practice throughout the session. Staff's knowledge of children's backgrounds is used well to ensure their individual learning and care needs are provided for. Staff are aware of children's home languages and proactively learn words and gather resources to support learning and welfare needs. Children have a good range of resources that reflect today's diverse society, including books, posters, dolls and role play costumes. Children celebrate a range of festivals and cultures to help them to understand the importance of celebrating difference.

The setting has established some links with other settings and professional agencies. Staff have a good understanding of the systems in place to liaise with other professionals, particularly local authority Early Years advisors and Special Needs managers. The setting has effective procedures and practices in place to engage parents in their child's day. Parents have access to a resourceful and informative website that includes many aspects of what their child experiences at the setting, as well as staffing information. Parents can view policies, procedures and a range of documents in the reception area. Parents are well informed about their children's development and have regular opportunities (both informally during daily contact, or formally at pre-arranged parent conferences) to discuss next steps in learning with their child's key person. Parents are happy and feel confident to

talk to staff about any concerns or to celebrate in their child's success and achievements.

The quality and standards of the early years provision and outcomes for children

Staff have a good understanding of the Early Years Foundation Stage and use an effective key person system to support children to make good outcomes. Children are happy and settled within their environment. They are already familiar with the routine and the layout of the setting due to continuous practices. Children are confident to make choices from the pre-selected resources and move freely around the room from one activity to another. Despite space limitations, the outdoor area provides a well resourced learning opportunity which is embraced by the children.

Staff have a clear respect for the children and they make learning and development for the individual their key focus. Children are inquisitive thinkers, asking staff and visitors questions and eager to show their achievements to all. They enjoy participating in all activities particularly when they lead the play, such as role play or imaginative fantasy games. Children become engrossed in group activities led by staff, actively participating, commenting and asking additional questions. For example, during a phonic and word recognition session, children talk and differentiate between the different cards pictures, initial sounds and letters. They use their communication skills to gesture, use expressions, and vocally describe using some complex language. Staff ensure children learn to take turns and critically think about the information they receive from object cards.

Children enjoy sharing books and listening to stories. Younger children show great interest in books, and will often imitate reading behaviour in preparation for their own development in future reading and listening skills. Children have many opportunities for mark making through painting, printing, crayons and pencils to encourage their emergent writing. Mathematical development is strongly encouraged through ample resources, planned adult led activities, and child initiated play. For example, children are engrossed in solving puzzles, develop measuring skills in cookery sessions and count objects such as cars, to ensure equality in their play. Children have daily use of technology using electronic devices such as; telephones, tills, assortment of games and regular use of laptops. Children enjoy the creative opportunities available. Staff engage with the children by effectively extending, supporting and questioning their creations. For example, children paint from their imagination and real life experiences; staff and children engage in discussions as the work progresses on the painting's origins and colour selections.

Planning for individual's learning is linked to the children's records of achievement, based on observations and references to the areas of learning and stages of development. All staff have input into the planning to ensure that next steps are identified and linked to the learning intentions of the activities provided. However, not all assessments are evaluated and monitored to inform future planning for the next steps in learning. There is a high priority given to promoting individual's

learning patterns, interests and favourite activities.

Children's understanding of hygiene practices is promoted well. They know the reasons for washing their hands before eating, preparing food and after toileting. Older children confidently use the bathroom, with staff on hand to assist younger children with toileting. Staff have access to, and implement correct procedures for changing nappies and clothes when needed. Children are keen to tidy up when asked to do so and take care of the resources within the setting. Children have a good understanding of how to promote their own and others' safety. For example, older children reaffirm safety rules when riding vehicles in the outside space. Children relate to each other well. Staff act as excellent role models by valuing the children and treating them with respect. Children's behaviour is exemplary. They are kind to each other, give their peers opportunities to talk and answer questions, listen and follow instructions.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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