

Parkside Pre-School Ltd

Inspection report for early years provision

Unique reference number EY422675
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Inspector Gulnaz Hassan

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Parkside Pre-School Limited was registered in 2010. The pre-school operates from the Virgin Active health club in Mill Hill, which is in the London Borough of Barnet. The provision has access to a designated play room, children's cloakroom facilities and a kitchen area. The pre-school is open each weekday during school term times from 9.15am to 4.15pm, offering a variety of flexible sessions. A creche operates in a separate room at the same time offering care for a maximum of two hours per day, with all parents staying on the premises.

The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register to care for a maximum of 42 children at any one time. There are currently 50 children aged from two years to under five years on roll. The nursery currently supports a number of children with English as an additional language and children with special educational needs and/or disabilities. There are 11 members of permanent staff working with the children. The manager holds a level 4 qualification and two staff hold teaching qualifications; all other staff hold relevant early years qualifications at levels two, three and four.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is superbly led and managed by a dynamic and dedicated leader. She is tremendously well supported by a superb team of staff in a fully inclusive setting. In addition parents, carers and children all contribute to the effectiveness of this wonderful setting. Children are tremendously well safeguarded and outcomes for their learning and development are excellent. Staff are very well qualified, experienced and fully motivated to further raise their skills and knowledge. The staff team work together exceptionally well to identify and plan future and day to day improvements, consequently, the setting has excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue developing knowledge of the EYFS to enhance good practice.

The effectiveness of leadership and management of the early years provision

The setting has implemented excellent systems to ensure that that safeguarding documents, policies and procedures are in place, reviewed and updated to support

the smooth and highly effective running of the setting. Excellent recruiting and induction procedures ensure that children are cared for by suitable adults who are additionally very well qualified, trained and confident in their knowledge and procedures. Safety and security are given a high priority, with outstandingly effective risk assessments in place that cover all possible scenarios and eventualities. The manager and staff work together closely and all are actively involved in identifying and driving forward improvements. They share a hard driving vision, goals and a real passion for the success of the setting. Staff are fully secure in their roles and responsibilities and work very well as a team to promote outstanding outcomes for children. They demonstrate a strong capacity to continually improve the service and drive improvement through evaluating practices and completing the self-evaluation processes in order to identify areas of strength and areas for improvement. The previous recommendations have been suitably acted upon, improving outcomes for children. Children are valued and respected as individuals. The setting demonstrates an excellent understanding of supporting children and their families who speak English as an additional language. They adopt unique and ingenious systems to support and care for children who speak English as an additional language. Excellent partnerships with parents, carers and other professionals ensure that the needs of children with special educational needs are met exceptionally well. The staff encourage all children to participate in all the activities provided. This ensures children have equal opportunities to maximise their enjoyment and full potential. The environment is highly conducive in promoting independence and self choice. Children choose from the excellent range of play materials and activities which are frequently obtained with the needs and interests of children in mind. In addition the excellent ratios in place fully support and promote outcomes for children.

Children benefit greatly from the relationships the setting has established with their parents and carers. Information between adults is exchanged continuously. Parents receive daily updates, regular newsletters and emails. Parents and carers are fully involved in all aspects of the setting including the planning for children's learning and development. Parents frequently liaise with the staff with their input and suggestions for the activities and learning programmes. Partnership with others is exemplary. The setting works in partnership with local schools to extend and complement children's learning and development. The setting receives particular praise for the quality of the emotional and social support that children and their families receive during times of emotional stress and crisis.

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

Children play and learn in a very well planned, engaging and stimulating environment. Activities and resources are fully accessible so that children can access them independently and this effectively fosters a confident and inquisitive approach to learning. Children clearly take delight in the wide range of activities they enjoy and are extremely enthusiastic about learning. An excellent balance of planned and spontaneous play results in children who are extremely independent, active learners that are confident, creative and able to think critically. Children

confidently initiate activities that they wish to repeat or that relate to their interests or experiences that they wish to develop further. This means that at any time there are a number of ongoing themes and projects that children initiate themselves.

The key workers maintain detailed and meaningful records of what children can do and these are used consistently and extremely effectively to develop plans to support children's individual learning and development needs. Planning for individual children covers all areas of learning and incorporates all the different aspects; the methods in place ensure a clear understanding of the intended learning outcome for each activity and how this relates to progress and next steps identified.

Children's cultural and ethnic backgrounds are recognised and acknowledged by the setting and activities and experiences are planned to reflect these. Children have access to resources and play materials that reflect positive images of diversity and inclusion. They learn to respect other cultures and backgrounds through participating in enjoyable activities, festivals and celebrations. Unique resources, such as a language pen enable all children to participate in all activities and experiences.

Children have an excellent range of opportunities to learn about the world around them. These range from participating in number games, listening to stories, growing vegetables such as potatoes and cress and shelling peas and watching butterflies hatch from cocoons. Children enjoy a wide range of activities which help them to improve their future skills these include using an extensive range of computer's, digital games, battery operated resources and a wide range of scientific and electrical equipment. Children have frequent opportunities to exercise as they make excellent use of equipment using local indoor space and by daily trips to outdoor spaces. Staff qualified in exercise and fitness for children support children's physical development and their understanding of the reasons for practicing a healthy lifestyle.

Children's welfare is very effectively promoted. The setting implement's excellent strategies to keep children safe and staff demonstrate excellent understanding of child protection procedures. Children understand and implement effective safety rules that help to keep themselves and each other safe and healthy in the busy environment. As a consequence of the highly professional, child-centred and engaging environment in which children are cared for, they are fully supported in developing into confident and capable learners. Children's behaviour and attitude towards one another is impeccable. For instance older children help to support younger children in understanding turn taking and sharing.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met