

Chelsea Pre-Prep School & Nursery

Inspection report for early years provision

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Chelsea Pre-Prep School and Nursery is one of two nurseries owned by the provider. It opened in 2009 and operates from five rooms in a church building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in Chelsea in central London. It is open each weekday from 9am to 4pm during term time only.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 44 children may attend at any one time. The setting supports children with learning difficulties and/or disabilities.

There are nine members of staff, of whom five hold appropriate early years qualifications to at least NVQ level 3. The setting operates in line with the Montessori educational philosophy and provides funded education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are successfully safeguarded because staff are clear about their role and responsibility in responding to safeguarding concerns. An excellent range of purposeful activities and resources are available to children and a high staff ratio means that staff support and extend their play effectively. Partnership with external agencies is exemplary and the setting sets out to narrow the gap for disadvantaged groups through involvement with the local borough scheme to help the disadvantaged. The school is a participant of the two year old pilot programme which offers 10 free hours per week for families with a two year old. The provision seeks the views of staff and parents to self-evaluate effectively to successfully identify strengths and areas for 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:

- ensure all parents consistently contribute to their children's learning

The effectiveness of leadership and management of the early years provision

Management have completed advanced child protection training and are clear about the procedures for responding to safeguarding issues. To ensure consistency all members of staff have received safeguarding training. Stringent recruitment procedures ensure that members of staff are suitably qualified, vetted and physically fit to carry out their role. Staff have a range of childcare qualifications,

Montessori diplomas and applied arts degrees. The number of staff who hold current first aid certificates exceeds requirements. Rigorous safety checks are regularly carried out to ensure the premises is secure and well maintained, for example fire extinguishers are tested yearly and the emergency evacuation procedure is practised regularly with the children. The setting is equipped with an abundance of high quality learning resources which help to raise awareness of diversity and ensures the inclusion of all children's interests.

Highly motivated, proactive and inspiring leadership has led to an amazing turn-around of the outdoor area. For example, funding has been secured for the development of the outdoor play area to provide an exciting and natural environment which includes a large sand pit and large wooden pirate ship there is also an area for children to participate in planting activities. Of equal importance though is the identification of the need to improve the planning and observations for children. Activity plans follow a theme for the term and are broken down to weekly and daily to incorporate the children's interest. For example, the activity plans show the children's initial age and how staff will plan for their learning; it also highlights staff's commitment to provide an inclusive practice and how activities will be adapted to meet their needs. The leadership is new to the post but has had a great influence by ensuring that all staff have access to training, consequently all staff have up to date knowledge of the Early Years Foundation Stage (EYFS).

Equality and diversity is exceptionally well promoted and best demonstrated by the wholly inclusive learning opportunities, the arrangements for supporting local borough schemes to help the disadvantaged. The school is a participant of the two year old pilot programme which offers ten free hours per week for families with a two year old. Leadership and management value linguistic diversity and provide opportunities for children to use language in their play and learning. Staff working at the pre-school speak a variety of languages and use this skill to enhance the children's learning and to communicate effectively with parents about their children. The leader has completed Special Education Needs training, consequently staff are fully aware of their role in identifying and working with parents and professionals, such as a speech therapist, to support children who have learning difficulties.

Documentation within the setting is exceptionally well maintained and all the required procedures are in place. Partnership with parents is exemplary in most areas, staff value and successfully engage them. However, there are no systems to ensure that all parents consistently contribute to their children's learning. Flexible settling in procedures ensure smooth transition and reassure parents about how individual learning needs will be met. For example, parents are invited to visit for a week prior to their child start date. Parents receive a comprehensive package detailing the preschool's policies and procedures and they can access information from the notice board. The key person system is highly effective in passing information on to parents and there are ample opportunities to share their skills, for example, parents regularly sign up to cook with the children.

Methods of self-evaluation are clear, concise and focused and parents have the

opportunity to contribute. The leader and staff are fully aware of the strengths of the provision as well as areas for improvement

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

Practitioners observe the interaction between parents and children during the initial settling in time to plan for children's learning, along with their observations, are used to identify children's starting points for learning. Separation anxiety, for both children and parents, is significantly minimised by the individually tailored and gradual settling-in procedure. By the time children are left for the first full session on their own they have established a secure and trusting relationship with a key practitioner. Children are motivated, interested, and laden with a wealth of information they want to share with their teachers and their class mates. They know where everything is; have their own special 'tray' to keep their personal belongings. Children develop affectionate and trusting relationships with staff, especially their key persons. Behaviour is exemplary; squabbles are few because there is plenty to do.

Practitioners' highly secure knowledge and understanding of the EYFS, along with their confidence in enabling children to lead planning, provides the forum for children to engage in powerful and dynamic play and learning. Key to this is their knowledge and understanding of children's individual interests, which are evident in their activity plans and their ability to extend learning based on individual children interest through art work. The opportunities for children to be involved in extra curriculum activities, such as drama, sports and science carried out by qualified teachers, is excellent.

Practitioners use their well established observation skills to monitor children's interests and developmental progress and this enables them to 'go with the child'. Children are thus empowered and their levels of confidence and imagination are insurmountable. The extensive and accessible provision of recycled materials such as cardboard boxes, ribbons and joining tape enables children to turn their ideas into reality. For example, beautiful art work depicting different aspects of the sea. Children decide what they want the role play area to represent and using collaborative critical thinking and problem solving skills it is changed to a pirate ship.

Children present high levels of curiosity and this keeps them absorbed in experimentation for sustained periods. Children help themselves to magnets, torches and tape measures and take pictures using a digital camera. Staff seize every opportunity to reinforce and extend learning in connection to the theme. They closely observe a selection of plastic fish in the water and talk about the habitat of fish. One child notices a book about fish and quickly informs the teacher that there is no octopus in the water. After an informative conservation about the octopus, child went back to the activity aware that the activity will be extended next week to include the octopus. Children learn how their body works and what they need to do to stay healthy through the provision of resources, such as posters and books of the inside of the human body and through discussions about healthy

foods during snack time. They play an active role in their learning, show curiosity and the desire to explore and are inquisitive learners. For example, they skilfully investigate and explore different fasteners such as padlocks. The setting is exceptionally well equipped with technology which children use confidently and competently. Children's progress There is a large interactive white board and laptops.

Activities are wholly inclusive and therefore provide for every child's interest, and age or stage of ability. Children with additional needs are exceptionally well supported by practitioners who are free to provide lots of one to one and small group support. High levels of observation and strong links with others means that solutions are easily found to support children with specific requirements. Possible concerns are promptly identified and acted upon to ensure early intervention support.

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?	1
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
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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	1
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	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