

Winston House Preparatory School

Inspection report for early years provision

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Inspector Jane Davenport

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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

Winston House Preparatory School (Kindergarten) was registered in 2009. The kindergarten is one of two provisions and an independent school owned and run by Educational World Ltd, a private organisation. It is situated in the South Woodford area within the London borough of Redbridge and operates from two rooms in a purpose-built building. The provision is open each weekday from 08:00 to 18:00 all year round. Children have access to a secure outdoor play area. The group is able to support children who have special educational needs and/or disabilities and those who speak English as an additional language.

The group is registered to provide care for a maximum of 29 children from one year to under three years, and there are currently 10 children in the early years age group on roll. The kindergarten is registered on the Early Years Register and employs four staff, including the manager, all of whom hold appropriate early years qualifications. The setting receives support from its local authority pedagogy team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and safe environment in which all children thrive. They have a good knowledge and understanding of the Early Years Foundation Stage (EYFS) and work together well to implement this, which results in children making good progress towards the early learning goals. Effective procedures and sensitive implementation of these by staff, ensure inclusive care is provided at all times and this is a real strength of the setting. The staff build trusting relationships with parents and carers and keep them well informed about their child's development and the day-to-day running of the setting. Management is beginning to make good use of self-evaluation and this, together with a shared dedication to driving improvement, ensures continuous development and good outcomes for children.

What steps need to be taken to improve provision further?

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

- update the complaints policy and procedure to ensure that it contains contact details for Ofsted
- ensure that the emergency evacuation procedure is practised on a regular and ongoing basis so that all children become familiar with what to do should an emergency arise
- develop the system for self-evaluation to further promote continual improvement in the service provided

The effectiveness of leadership and management of the early years provision

Children are well protected from harm and neglect. Staff are clear about the signs and symptoms of possible abuse and know the correct procedures to follow should they have a concern about any of the children in their care. This is supported by generally well written policies that are shared with parents from the outset, although the setting's complaints policy does not currently include contact details should any parent wish to contact Ofsted. Secure risk assessments are in place to ensure children are safe indoors, in the outdoor area and on outings. Management follow effective recruitment and vetting procedures so adults who work with the children are suitable to do so. Although the kindergarten has just one member of staff who holds a current paediatric first aid certificate at present, efforts have been made to arrange for other staff to update their training in this area. Additionally, first aid trained staff are always available to come across from the kindergarten's associated school nearby. Accidents and the administering of medication are dealt with and recorded appropriately, and written consent for emergency medical treatment is in place. A comprehensive emergency evacuation plan is in place and has been practised by staff and children. However, this has not been carried out on a regular and ongoing basis to take account of new staff and children joining the setting.

Promoting inclusive practice is a real strength of the setting. Staff know the children and meet their needs very well, and every child is recognised and valued for their individuality. Staff work closely with the parents to ensure that they are aware of each child's background, needs and home language. For example, staff ask parents for familiar words in children's home languages and use these to help the children settle and feel secure. The kindergarten offers a bright and secure environment and is well resourced with a good range of age appropriate toys and activities, which also feature natural materials. Children are able to freely choose what they want to play with and resources, such as role play equipment, books, puzzles and small world play, provide positive images of cultural diversity and disability, so children learn to respect and celebrate differences. Posters and displays challenge gender stereotypes. For example, pictures of 'People who help us' include a businesswoman, a bin lady and a lollipop man.

The manager is a clear and committed role model who leads the team effectively. Consequently, all staff are motivated, enthusiastic and driven to maintain continuous improvement, which benefits the children. Self-evaluation processes are in their infancy at present, but, nevertheless, the manager has reflected on current practice, which has enabled her to highlight the setting's strengths and identify some realistic areas for development. Effective links with parents, carers and other providers positively promote continuity of care and education for all the children. Parents are kept well informed about their child's development and are included in their progress. For example, they are invited to consultation meetings every three months to discuss their child's comprehensive EYFS progress reports. In addition, they are given a daily diary to take home, which gives a clear account of what their child has done during their day at the kindergarten and gives them the opportunity to share what their child's home experiences have been. Parents

are also regularly informed about the setting's good practice and working ethos through comprehensive policies, a parent notice board and the open relationship they have with the staff and manager, who makes herself readily available to talk to them at all times.

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

Children are happy, settled and secure as they play and learn in a friendly and welcoming environment where they are valued as individuals. Staff sensitively support new children who are settling in by constantly and patiently reassuring them until they feel more secure. Children who have English as an additional language are supported well because staff take the trouble to learn and use some key words and phrases in their home language so that routines become more meaningful for them. Children are generally confident and demonstrate good levels of self-esteem. They make very good relationships with staff and each other, and in the short time that the provision has been operating, developing friendships between children are becoming evident as even the babies call each other by name and play happily together and alongside one another. Children behave well because they know what is expected of them through familiar routines and clear explanations. They are encouraged to display good manners and help pack away equipment, which helps them to make a positive contribution and develop good skills for the future.

Staff use their good knowledge of the EYFS to plan a wide range of purposeful play with a good balance of adult-led and child-initiated activities covering all areas of learning. Planning takes account of children's interests and provides a relevant and appropriate curriculum that is well-matched to children's abilities. Ongoing observations and assessments are undertaken and provide a clear insight into the children's progress. They are clearly linked to the six areas of learning and include plans for promoting children's next steps. Photographs and examples of the children's work provide effective visual evidence for parents.

Babies and young children enjoy tactile experiences as they become creative with a corn flour and water activity. They experiment as they let the sticky mixture fall over their hands and arms and clap their hands together, watching the mixture fly around the table. Staff routinely encourage children's language and expression. For example, they ask open ended questions such as 'What does the corn flour feel like?' At other times staff hold conversations with the children about what they are doing. For example, a group of babies repeat the names of the zoo animals they are playing with and enjoy imitating the sounds that monkeys and lions make. Children learn about the world around them as they participate in the current theme of 'life cycles'. They are beginning to understand about the importance of watering their seeds and bulbs and that, if they tend them well, they will grow and flourish. They observe and point out aspects of the environment as they play in the garden, such as the tall cranes on a local building site. They become fascinated by a ladybird in the grass and watch it for several minutes with a member of staff who reminds them to be gentle with living things. Music plays a big part in the children's day. Soothing classical music plays in the background as the babies play.

Later in the morning the children take great delight in singing along and dancing to some African songs and practising their 'Sleeping Bunnies' song for their upcoming Easter assembly.

Children's healthy lifestyles are well promoted. All children enjoy fresh air and exercise; they learn to balance on the equipment outdoors and develop further mobility skills as they ride on wheeled toys. Excellent hygiene procedures are in place at meal times. Staff wear disposable gloves and aprons when handling food to minimise any spread of infection and a food thermometer is used to ensure that food being served to children is at its optimum temperature. Healthy snacks of fresh fruit, including crunchy apples, help children exercise their mouth muscles as they chew and is good for developing their speech. Well balanced and nutritious meals are provided by an outside caterer and staff are mindful that they are selected to meet the dietary needs of all children. For example, on the day of the inspection, children are provided with meat lasagne and fresh vegetables with both a Halal and a vegetarian alternative. Children sit comfortably together to eat and they are encouraged to be sociable whilst being taught good manners. Children are familiar with the routine as they wash their hands at appropriate times to minimise the spread of germs. Strategically placed posters advising 'Wash your hands', 'Eat lots of fruit' and 'Drink lots of water' reinforce healthy messages. Children are learning to keep themselves safe as staff explain the reasons why they need to remove their shoes before climbing on the soft play bricks and why they must not run indoors.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of partnerships	2
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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