

# Golf Links Under Fives

Inspection report for early years provision

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<b>Unique reference number</b>	118092
<b>Inspection date</b>	29/04/2009
<b>Inspector</b>	Jennifer Devine
<b>Setting address</b>	Golf Links Community Hall, Fleming Road, Southall, UB1 3PE
<b>Telephone number</b>	020 8574 2262
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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).

## Description of the setting

Golf Links Under Fives opened in 1993 and operates from the Golf Links Community Hall in Southall, in the London borough of Ealing. The group are owned and managed by the Pre School Learning Alliance. The group have use of a large room and have access to an enclosed garden for outdoor play.

The nursery is open Monday to Friday, from 08:00 to 15:00, term time only. Children attend either morning, afternoon sessions or can attend a full day if required.

The nursery is registered to care for a maximum of 12 children in the early years age range and currently has 23 children on roll. The nursery is registered on the Early Years Register.

The nursery employs three full time staff, all of whom hold an appropriate early years qualification.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and settled in the nursery and effective systems ensure that individual needs are recognised and met.

The group is well resourced and staff are knowledgeable in providing a stimulating and interesting environment to encourage children's learning. Consequently children are making good progress towards the early learning goals.

The staff team have self evaluation processes in place which monitors the strengths and weaknesses of the setting and ensures continuous improvements. Partnership with parents is effective and ensures good relationships are developed which impacts on helping children achieve.

## What steps need to be taken to improve provision further?

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

- further develop ways to include parents in the ongoing observation and assessment process to enable them to be fully involved in their child's individual learning journeys
- develop ways of including and displaying signs in additional languages to assist with communication

## The leadership and management of the early years provision

The staff team work well together to provide an exciting and challenging environment for children to learn and make good progress in their development.

The setting is well led and there are effective systems in place for self evaluation which lead to improvements in the service provided.

Staff meet regularly to discuss planning of the curriculum and ensure important information is shared with the team. The staff team support each other and make effective use of further training courses to keep themselves updated and extend their skills.

Clear and robust recruitment procedures are in place to ensure all adults working with the children are suitable to do so. Staff have a good understanding of the safeguarding policy and know what action to take if they were concerned for a child's well being. Risk assessments are conducted and reviewed regularly to ensure hazards to children within the setting and when outdoors are eliminated. All required documentation is in place, as required.

The partnership with parents and carers is good. They are warmly welcomed into the setting each day and staff are available to share any information. Review meetings are held regularly with the key worker and parents to discuss a child's progress in more depth and view the progress records. Parents are asked to complete questionnaires, asking for comments and suggestions for improvements to the service provided. Monthly newsletters also keep parents well informed about nursery life. Although parents can see their children's records they are not accessible for them to be able to look at any time and as a result they cannot be fully involved in their child's learning journeys.

## **The quality and standards of the early years provision**

The staff team have a very good understanding of the Early Years Foundation Stage (EYFS) which means they are confident in the delivery of the curriculum. Children are very happy and settled within the setting. Although new children initially are unsettled staff are aware of their individual needs and give continuous support to help them feel secure and develop their confidence.

The setting is well organised and encourages children to develop their independence to choose their own activities. The garden area is used exceptionally well and children have free access to the outdoors most of the time. The garden is presented with a full range of activities to support the curriculum enabling children the freedom to develop their learning styles. Children thoroughly enjoy mark making with chalks on the ground outdoors. They are beginning to recognise numbers one to ten and attempt to write the numbers. Children's curiosity is developing as a child notices insects whilst chalking and shows the adult. The adult carefully talks to the children about being kind to insects and extends their interest by providing them with magnifiers to look more closely at them.

Staff work directly with the children encouraging their learning all the time. They ask appropriate questions to make them think and extend their vocabulary. For example when children were playing with play dough the adult talked to them about the shapes, asks what happens if we cut the ball in half and introduces new vocabulary to the children. Children take part in story sessions daily and listen intently to the adult reading some favourite stories and they begin to join in with

well known verses. There is also time during the day for children to share stories and books on an individual basis with staff.

Children who speak English as an additional language are fully included in all activities. Although staff obtain some key words from parents there are limited signs or labelling in other languages to assist in communication. The group use a lot of picture symbols throughout the setting and this supports all children in developing their communication skills.

The whole staff team plan the curriculum for each term and each child's individual interests are taken in account in the weekly planning. Staff observe children's progress and make records on post it notes. These are then transferred to the children's individual profiles to build up their development record. Staff evaluate children's progress and clearly identify the next for learning for each child.

Children are learning about the importance of healthy eating as they are provided with a selection of fruits and drinks of milk or water. Children who stay at the setting all day have a packed lunch provided from home. Staff provide valuable information on healthy lunches for parents to help them make decisions to benefit their child's good nutrition. Children's understanding of good hygiene is promoted throughout the setting and children know to wash their hands before eating and after using the toilet.

Children learn about keeping safe within the setting. They take part in regular fire drills which ensures they learn about how to evacuate the building safely. They are also reminded about the importance of not running indoors or climbing. The staff take the children out on trips around the local neighbourhood but ensure they never have more than two children each to maintain safety outdoors.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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