

Happy Planet

Inspection report for early years provision

Unique reference number

EY419484

Inspection date

05/04/2011

Inspector

Victoria Vasiliadis

Setting address

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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

The setting was registered in 2010 but opened in January 2011 and operates from within Pinner Park nursery and infant school in the borough of Harrow. The setting is only open to children who attend the school during school term, from 8.00am to 8.50am and from 3.20pm to 6.00pm, five days a week and may open some of the school holidays, with the agreement from the school.

The setting is registered to care for no more than 40 children under eight years, with no more than 20 children in the early years age group and none under three years. There are currently five children on roll within the early years age range.

The setting is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children have fun and are provided with interesting and appropriate resources that are suited to their ages and abilities. They have emerging systems in place to complement the children's learning and development and to build on the children's interests and skills. In the main the children are safe, but risk assessments lack detail and the checks carried out to assess adults' suitability are limited. In addition, not all staff are secure in their understanding of the safeguarding policy. Partnerships with parents and others are evolving and developing as are the systems for self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and prompting the children's welfare) 20/04/2011

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

- improve the risk assessment record so that it covers anything with which a child may come into contact
- strengthen the systems used to assess the suitability of adults by using evidence from references; full employment history; interviews; identity checks and medical suitability
- develop systems for observation and assessment so that children's interests

and skills can be built upon.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded as most of the staff have a sound understanding of the possible indicators of abuse and the reporting procedures to follow, but this is not consistent throughout the staff team. The staff are adequately deployed and suitably qualified to ensure the children are supervised and supported. The Registered Person/manager ensures that all adults working directly with the children have completed Criminal Record Bureau Disclosures. However, the setting does not have any other systems in place to assess the suitability of new recruits. The staff carry out daily visual checks on the premises to ensure that the children are safe indoors and outdoors. They maintain written records of the risk assessments carried out, but these lack some detail.

Although the setting has only been in operation a short time, they are beginning to develop systems to reflect on the service that they offer. For example, they have sought the views of the parents via questionnaires and have taken advice from the local authority advisor. The Registered Person/manager demonstrates through discussion a sound understanding of the areas that they need to develop. For example, systems are being introduced to monitor and assess the children's learning and development. In addition, a children's committee has been introduced so that the views of the children can be sought and their input is valued. For example, children asked to have more outdoor resources and as a result scooters were purchased for them. The children are provided with a suitable range of equipment, toys and resources which challenge and interest them.

Partnership working with parents, carers and others continues to develop and evolve. There is a parents' notice board available that holds relevant information such as the settings policies and procedures, their certificate of registration and club information. The staff talk to the parents at drop off time and regular newsletters are sent out to ensure that parents and carers are kept informed. The setting is working with the head teacher of the school in order to devise strategies to complement the children's learning and development. Currently the setting follows some of the schools themes, particularly in relation to the festivals they acknowledge such as Chinese New Year, Harvest festival and Mothers Day. Consequently, children are supported in developing an understanding and respect of the different cultural backgrounds of their peers and people within the wider world. All children are encouraged to access all resources regardless of their gender. For example, both sexes thoroughly enjoy using the scooters.

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

The children are learning the importance of staying safe. For example, children are reminded to wear protective head wear and knee and elbow pads when riding

scooters. Regular fire drills also help children to understand what to do in the event of a fire. Children have opportunities to develop their physical skills and health as they are able to access the school outdoor area where they can use the climbing equipment, play football, ride scooters and run around. Children are offered snacks that take account of their individual dietary needs, such as fresh fruit. In addition, the children are reminded to wash their hands before eating and after using the toilet.

The setting is in the very early stages of developing systems to promote continuity and progression for the children. They are currently working on their procedures for observation so that they can identify and build on the children's interests and skills. The children are confident and settled within the setting. Most staff have established a positive rapport with the children and they interact with the children and join in games and have fun with them as well as giving support when needed. Consequently, the children are confident to approach them and express their needs.

There is a key person system in place and staff are kind and caring towards the children, which helps them feel safe and secure in their environment. The children are well-behaved and they respond positively to praise and encouragement. They can play and work feeling safe and secure as the staff maintain clear, reasonable and consistent limits. In addition, some of the older children are positive role models as they are polite to adults and involve the younger children in their games.

Children have opportunities to explore a suitable range of play equipment independently and engage in organised activities. They are able to relax and choose, for example, either quiet games, craft activities, imaginative play, reading or vigorous play, depending on their individual needs and interests. Children are happy to participate in the activities provided and they concentrate well on their activities. For example, they are developing their creative skills as they freely design and decorate plastic eggs for Easter. The staff engage children in conversations during their play which supports and extends their language and listening skills.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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