

Golf Links Under Fives

Links Under Fives, Golf Links Community Hall, Fleming Road, Southall, UB1 3LP

Inspection date	13/01/2015
Previous inspection date	29/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The outdoor area is a particular strength of the nursery. It is well resourced, enabling children to enjoy the freedom to run around, release their energy and engage in a wide range of activities.
- Staff have a clear understanding of safeguarding children and the procedures to follow if they were concerned about a child.
- Children help in the preparation of snack time and this supports their independence and self-help skills.

It is not yet good because

- The current arrangements for staff deployment do not meet the needs of the children at all times. This affects the quality of teaching as staff are stretched and unable to give purposeful time to the children.
- Not all staff understand the nursery's settling-in procedures and this hinders children's feelings of security.
- Staff do not gain enough information about what children can do when they first start at the nursery to help with tracking future progress.
- Small group times are not planned well enough so that children gain valuable learning experiences to support their listening and concentration skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playroom and the garden area.
- The inspector held discussions with the manager throughout the visit.
- The inspector sampled children's information and development records.
- The inspector also took account of the views of parents spoken to on the day.
- The inspector and manager completed a short joint observation together.

Inspector

Jennifer Devine

Full report

Information about the setting

Golf Links Under Fives registered in 1993 and operates from the Golf Links Community Hall in Southall, in the London Borough of Ealing. The nursery is owned and managed by the Pre-School Learning Alliance. The nursery has use of a large room and access to an enclosed garden for outdoor play. The nursery is open Monday to Friday, from 9am to 12 noon and 1pm to 4pm, term time only. Children attend either a morning or afternoon session. There are currently 18 children on roll. The nursery is registered on the Early Years Register. The nursery employs four staff, three of whom hold an appropriate early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the staffing arrangements so that they meet the needs of all children and ensure their safety at all times
- ensure that the key persons fully understand the settling-in procedures to support new children's security
- improve staff's knowledge of accurately assessing children's development on entry so that they identify children's starting points and link these in with the planning for each child's next steps for learning.

To further improve the quality of the early years provision the provider should:

- plan the routines to ensure that small group times are appropriate and enhance children's concentration and listening skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a range of inviting and interesting resources and activities, which help children engage in exploratory play and learning. As a result, children enjoy their time at nursery and are generally engaged in their choice of play. Overall, staff have a sound understanding of the Early Years Foundation Stage learning and development requirements. However, the quality of teaching is variable during the day. This is due to the staff not being able to give children their full attention as they are distracted with

many routine tasks. Overall, staff know children well due to the small nature of the group and because all children are cared for in one playroom. Staff complete observations and maintain children's learning records. They contain information, such as 'all about me' forms, which enables the key person to build up a sound knowledge of the children's individual likes, dislikes and interests. However, there are some inconsistencies in staff's knowledge of how to assess children's development when they first start and as a result, planning is not fully effective to meet each child's needs.

The outdoor area is used very well and children have free access to the outdoors for most of the play session. The garden is well set up and children can experience a wealth of activities across the seven areas of learning. They particularly enjoy exploring in the mud kitchen, where they find worms and then look closely at them using the magnifiers. They enjoy exploring natural resources, such as hay and wooden objects in the outdoor shed. These experiences support children's understanding of the world around them.

Children enjoy the indoor environment, where they can make choices about their play. Children are intrigued as they learn to use the scissors, snipping off small pieces of paper. They enjoy developing their imaginations and creativity as they use paint and sticking materials to design their own pictures. Children take part in circle time where they come together for singing and story time. However, this time is not as well planned and lacks interest to capture children's attention fully. As a result, children do not listen and concentrate fully. When staff sit with the children and give them their full attention, there are some more worthwhile learning experiences. For example, staff understand about the importance of communication and use lots of questioning and repetition of words to help children's emerging vocabulary.

Children who speak English as an additional language are supported well, as some staff speak additional languages and they also obtain key routine words to help children settle. There are suitable systems to support children with special educational needs and/or disabilities. Staff have built up links with some other agencies, providing additional help to support children in reaching their expected levels of development. Parents have regular opportunities to meet with staff to discuss their children's achievements and progress.

The contribution of the early years provision to the well-being of children

The nursery has a key-person system in place and most children are seen to have built up sound relationships with the staff. However, not all staff follow the nurseries settling-in procedure and suggest to parents that they leave the room without saying goodbye to their child. This results in new children becoming upset and does not support their self-confidence. Children are beginning to build up friendships and are learning to share. Staff make good use of a sand timer to support children's awareness of taking turns with toys. Overall, staff manage children's behaviour well and use positive strategies to deal with any minor issues that may occur.

Staff are aware of, and record, children's specific health, dietary needs and allergies. Children learn about healthy lifestyles and follow good hygiene practices, for example they

know to wash their hands before eating their snacks. Children's self-help skills are developing well as they help to prepare the fruit and learn how to cut the fruit into pieces. Children sit together for snack and this creates a social time as they talk about their day.

The nursery is welcoming and children move freely and safely in their environment. Staff conduct daily checks on the premises to identify any hazards in the nursery or garden area. Overall, staff are aware of ensuring children are supervised indoors and outside. However, occasionally, there are small lapses in the supervision level due to the numbers of available staff dealing with other tasks. This compromises children's overall safety. Gentle reminders from staff help children to understand about keeping themselves safe, such as not walking around holding the scissors. The nursery has effective security and any visitors need to use the intercom system to gain access to the premises. Staff are also aware of checking any visitors' identification before allowing them to gain access to the premises.

The effectiveness of the leadership and management of the early years provision

The manager and staff understand most of the safeguarding and welfare requirements of the Early Years Foundation Stage. The provider uses appropriate recruitment and vetting procedures to check the suitability of all adults employed at the nursery. An attendance register is maintained for staff and children, and this demonstrates that adult-to-child ratios are met throughout the day. Staff know and understand their responsibilities for safeguarding. Staff can access online safeguarding training and also attend training with the local authority. This ensures they know the child protection procedures to follow if they were concerned about a child. Currently, three staff members hold relevant first-aid qualifications, which mean that they are trained to respond to children's needs in the event of any emergency occurring.

The manager and staff team demonstrate a sound commitment to the development of the provision. They are in the early stages of using self-reflection documents to enable them to identify areas for improvement. The provider monitors staff well, using suitable systems for supervision and identification of their training needs. This supports the staff team in being able to continually develop the service. Although the staff-to-child ratios are met, staff deployment is sometimes ineffective. As there are only a total of three staff during any session, they often have to leave what they are doing to sort out other tasks. This results in staff not being able to give their full attention to the children. Very occasionally, this means that, although staff may be able to hear the children, they may not necessarily be able to see them. This compromises children's overall safety.

Relationships with parents are positive and welcoming and a regular exchange of information takes place verbally at the beginning and end of the session. Parents receive a range of information to ensure they remain informed about their child's progress, achievements and daily experiences. Comments from parents indicate they are happy with the service provided. The nursery has built up relationships with local schools and other

professionals, which soundly support children's continuity of care and future schooling.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	118092
Local authority	Ealing
Inspection number	836020
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	15
Number of children on roll	12
Name of provider	Pre-School Learning Alliance
Date of previous inspection	29/04/2009
Telephone number	0208 574 2262

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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