

# New Studio Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	105718
<b>Inspection date</b>	17/06/2010
<b>Inspector</b>	Arda Halls
<b>Setting address</b>	Kelfield Mews, Kelfield Gardens, London, W10 6LS
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<b>Email</b>	
<b>Type of setting</b>	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).

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 New Studio Pre-School opened in 1993 and was registered by Ofsted in 2001. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children under eight years. It is a well established pre-school located in a converted sports pavilion, within a quiet mews in North Kensington, in the Royal Borough of Kensington and Chelsea. It is run by a parents' committee. The premises consist of two playrooms, adjoining kitchen and toilets for children and staff. A large garden is located to the rear of the building. The group has exclusive use of the building during the week. The pre-school opens five days a week during school term times, from 9:00am to 3:00pm and serves the local community.

Children are enrolled from the age of two years six months to five years. There are currently 30 children on the roll. This includes 25 children who are supported through the minimum funding entitlement. Children attend for a variety of sessions. Established children stay for lunch and remain until the end of the session, others leave at lunch time.

Four staff work alongside parents, who occasionally help on a duty rota system. All staff have relevant early years qualifications. This includes the manager who holds the National Vocational Qualification in Childcare at level 4.

New Studio Pre-School is a member of the Pre-school Learning Alliance and is accredited on their accreditation scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are extremely happy and settled in this exceptionally child-centred environment. Children are unquestionably safe and significantly supported by the staff. Children have access to a delightful range of play activities which ensures they make successful progress in all areas of their learning. Staff have an excellent understanding of the Early Years Foundation Stage and they successfully encourage parents who are actively involved in all aspects of their children's care and learning. Planning for individual children is extremely well organised with frequent observations and assessments in place. This significantly enhances children's learning and development. Well written policies and procedures underpin the nursery practice effectively and are readily available to all parents. Staff demonstrate a strong capacity to maintain continuous improvements and to enhance the opportunities for children.

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

To further improve the high quality early years provision the registered person should consider:

- continue to practise fire evacuation drills at regular intervals

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

Staff have a thorough understanding of the signs of possible abuse and neglect. There are accurate procedures in place to act quickly and professionally if there are any concerns about children. A well-written and cohesive safeguarding policy is made available to parents. This ensures that children are significantly protected from the risk of harm and ensures that they enjoy a safe and supportive nursery environment. Precise contact details are readily available so staff can obtain advice and report any concerns without delay. Staff undertake frequent safeguarding training which further safeguards children.

Children are kept safe as staff routines ensure that there is a member of staff in each area and a floating member of staff so that children always have an adult who can help them. This enhances their sense of security. Staff ensure the door is covered whenever children are arriving or departing. This protects children, ensures their safety and allows for the giving and taking of messages. Daily risk assessments and fire drills also help to protect children. However, the last recorded fire drill was in January which means children are not practising evacuation at frequent intervals.

Successful relationships with parents contribute to excellent outcomes for children. Parents are systematically kept up to date with all aspects of their children's lives through daily discussions, planned appointments and successful learning journey folders which are readily available at all times. Staff diligently share their knowledge and expertise with parents. They work hard to involve them in their children's learning and development. For example, staff work enthusiastically to ensure that children's artwork, information on activities and information about the Early Years Foundation Stage are up to date and clearly displayed. This means parents can follow what their children learn with ease. Parents speak unreservedly about their satisfaction with the pre-school practice. They wholeheartedly explain how happy they are with the service they receive. Parents continue to support the pre-school as they bring second or third children to the provision and keep the children at the pre-school until it is time to go to primary school. There are effective procedures in place to ensure other agencies or providers who may be involved in the children's lives have opportunities to successfully share information regarding children's progress and development.

All of the staff are trained in early years childcare. All are systematically working towards higher qualifications in early years. This results in staff having high expectations of what children can achieve which means children achieve exceptional outcomes. Staff regularly attend training and workshops to improve their knowledge and they use their skills to improve the effectiveness of their planning. This ensures that individual children's needs are consistently met. Staff have an in-depth knowledge of each child and they customise their planning and their practice to suit children's needs as they change. Staff are proactive in

identifying and working towards narrowing the gap in the children's level of achievement. They take account of children's individuality to ensure innovative opportunities are provided for all children to be successful. Children undoubtedly enjoy a stimulating and very child-centred environment in which resources and activities are presented attractively. Children subsequently move about freely throughout an interesting and stimulating environment as they explore the resources and take part in activities. Children are consistently learning new things and making independent choices. Flexible attitudes and a vibrant everyday practice ensure that all aspects of children's learning, development and welfare are fully supported in this vibrant and outstanding provision.

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

Children are consistently supported by staff which means they make excellent progress as they enjoy stimulating learning activities. Staff know when children do not need adult intervention and allow them to learn safely about risk taking. This means children are able to use their imaginations and create innovative play situations under the trees and around the garden. Children are exceptionally engaged in their outdoor play. This ensures children have ample opportunities to develop physically and fully as individuals. A wealth of creative learning experiences are on offer which excites and stimulates children's enjoyment of learning. Accurate information is recorded about children's starting points and careful observations of children's progress ensure all aspects of children's care needs are met with success.

Children are highly confident when exploring their environment. They play an active role in their own learning as they make choices about what they do throughout the day. They are naturally inquisitive and curious which is encouraged consistently by staff. An extensive range of activities and resources help them understand the society in which they live. There are precise rules about how they treat one another so that they develop a positive view of themselves and others. Their behaviour is excellent which results in excellent self-esteem.

Children play independently, in pairs and with small groups of their friends. This helps them to develop the skills they need for future learning. They make significant progress in communication, language and problem-solving as they enjoy a wide range of challenging and exciting experiences. For example, children sit in the office play area and conduct their business telephone calls across the table. They use paper and tape and laptops and a great selection of pens and pencils with considerable ease.

Children understand that there are times to say thank you to others, for example to their fathers on Father's Day or to other special members of their families. They make cards with their footprints and a poem for their families. They enjoy having their feet painted for the cards and giggle when they are asked 'are your feet ticklish?'

Children have significant opportunities to explore malleable materials such as clay.

The staff are experienced and skilled with these play materials and understand that a finished product is not necessary. Children are supported as they wet and knead the clay sometimes stacking it up high and sometimes just enjoying the slippery slithery way that clay behaves when it is just the right consistency. Children enjoy this activity immensely. Staff understand the need for children to wash their hands as often as they like. This play is conducive to learning and it is safe. It is very well managed. Children clearly benefit and thrive as a result of the activities on offer. The provider takes well-considered steps to ensure resources and the environment are fully sustainable by using natural products such as clay and sand and water.

Important steps in literacy are made as children enjoy books indoors and out. Children sit comfortably to read on a blanket under a tree or indoors where there is an extensive selection of books from which to choose. There are many opportunities for mark making. Children's stages of development are carefully considered as children draw in a variety of settings. They proudly escort each other round the garden to show the labels they have made for climbing frames, fences and trees. Throughout the day children naturally navigate to the area which best suits them. There are excellent displays of their paintings and drawings which are consistently changed as new work is completed. Children never tire of admiring their own work. This builds their self-confidence and sense of achievement.

Children enjoy a range of celebrations throughout the year in which parents take part. These celebrations give children a strong sense of belonging in the pre-school and help them to understand each other's cultures.

Children demonstrate a willingness to keep themselves safe as they call for help to wipe up the floor when they spill their drinking water. Staff engage their help in cleaning up the tables and tidying the toys away. They learn the skill of sweeping which gives them good experience in hand and eye coordination at the same time as learning to be helpful. Discussions on safety are supported with the use of books and posters. Children are protected further through the use of thorough risk assessments both indoors and out.

Children thoroughly understand how to lead a healthy life as they enjoy a range of healthy foods and drinks everyday. Milk or water is always available and children are learning how to pour it themselves with help from staff who are patient and understanding of their needs. Children are enthusiastically engaged at harvesting the strawberries they have grown and they discuss how some strawberries are twins just like people.

Children are enthusiastic as they take part in sand and water play where they are free to experiment as long as they like. This provides considerable opportunities to learn skills in problem solving as well as developing skills such as pouring and measuring. Children paint indoors and out at an easel without interruption. There are numerous stimulating activities for them to take part in which they glue and stick and cut out to make artistic creations of their own designs. The skills they learn are endless. Staff are exuberant as they sing along and talk to the children with great animation. There is an extremely good rapport between children and staff during the activities.

Children wash their hands with soap and water before eating. They examine one another's hands and are quick to say if they are not clean enough. This routine helps children to learn good hand washing habits before eating. Children also learn that good health is assured by making the most of fresh air and exercise. Outdoor play is readily available throughout the day as doors open directly into the outside play area. Children make the most of their physical play by climbing and sliding down the slide and by riding a selection of wheeled toys up and down the patio. The outdoor play space is undoubtedly a most imaginative and exceptional play area.

Staff encourage the children unreservedly which results in children having high achievements. Children are in control of themselves, for example as they are consulted about what to put out in the garden each day. This involves the children significantly and it builds their confidence and self-esteem wholeheartedly.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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

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