

# St Monica's Pre School

Inspection report for early years provision

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**Unique reference number** EY381558  
**Inspection date** 01/05/2009  
**Inspector** Anahita Aderianwalla

**Setting address** St. Monicas Pre School, Cannon Road, LONDON, N14 7HE

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**Type of setting** 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).

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.

## Description of the setting

St. Monica's Pre-School, which is owned by Bright Stars Nursery Ltd, was registered in 2008 and operates from one large room in a scout hut in a residential area in Southgate, in the London Borough of Enfield. It is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting is open from Monday to Friday, for 50 weeks of the year. It is registered to provide full day care for no more than 34 children in the early years age group at any one time. There are currently 54 children on roll, many of whom are in receipt of funding for early years education. The setting supports children with English as an additional language.

The nursery employs 13 members of staff. All the staff hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are extremely happy and settled due to effective systems to ensure their individual needs are identified and met. Children's welfare, learning and development are promoted well. Children are making good progress towards the early learning goals. Staff and management continually assess and evaluate practice to develop and improve the provision for the benefit of the children. Inclusion is another strength of this provision, as staff ensure that all children are supported to fully participate in the activities provided. Management and staff strive for continuous improvement and they have a good awareness of the strengths of the provision and the areas for further development.

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

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

- improve existing systems for assessment, to ensure all relevant observations include next steps

## The leadership and management of the early years provision

Staff work well together to maintain staffing ratios and this enables children to move freely and self-select from the different activities provided indoors and out. Staff are committed to continuous improvement as they attend relevant training and have a good understanding of what is being done well and the areas for further development. The manager and staff fully consider and evaluate their practice and have completed a self-evaluation process, which includes the views of parents and carers. All required documentation is in place and the policies and procedures are all up-to-date and well organised.

A key strength of the nursery is the partnership with parents. Staff work extremely

hard to make sure parents feel included and are kept well-informed about their children's progress and welfare.

Parents are able to make written contributions to their children's records, involving them fully in their children's learning and development. Staff consult with the parents, ensuring their views and suggestions are valued and the nursery also holds social events to develop the already strong relationships. All policies, procedures and documentation are in place and records are maintained well. All staff have a very good understanding of child protection procedures, and know how to implement them effectively to safeguard the children. Robust recruitment and vetting procedures ensure all adults working with the children are suitable to do so.

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

Children's learning and development is promoted effectively because staff are attentive and respond well to their individual needs. Staff work closely with the parents prior to the children attending to identify their starting points as quickly as possible. This enables them to plan a curriculum aimed at the children's individual needs. As a result, children are able to progress at their own speed as staff differentiate the wide range of activities and experiences.

The staff have a good understanding of the EYFS. They plan and deliver an imaginative and exciting range of activities for the children that cover the six areas of learning. The staff undertake observations of their achievements, which are recorded in children's individual files. Staff are developing systems for using observations to plan for individual children's next steps in their learning; however, this has not yet been fully established for all children. The staff liaise closely with parents through a use of a questionnaire and meeting with the key worker from the start by asking them to provide information about their children's routines, likes and dislikes. Parents are encouraged to be involved in their children's learning by undertaking activities at home that link with those undertaken at the nursery and contributing to observations in partnership with the setting. Inclusion is a strength of this nursery. All children, particularly those with additional needs, are very well supported to be able to join in the activities on offer. Activities are adapted according to children's individual needs, so that everyone is valued and included.

Staff interact exceptionally well with the children, asking open-ended questions and extending their vocabulary at every opportunity. The free-flow provision, inside and outside, ensures that all areas of learning are covered, providing a challenging and well balanced curriculum. The well-equipped and vibrant learning environment ensures all children have access to an extensive range of resources and play materials that are appropriate for their age and stage of development. Children, from an early age have many opportunities to explore and experiment in a very safe and stimulating environment. The resources are clearly labelled and stored at a low level, enabling all children to access them freely, increasing their independence. Children enjoy the benefits of the fresh air daily as staff ensure the outdoor play areas are well used and pre-school children are able to free-flow in and out.

Children's safety is promoted extremely well and the building is secure, ensuring no unauthorised people gain access to the children. Fire drills are completed

frequently, and the children are able to explain what happens during the drills, showing a clear understanding of how to keep themselves safe. Children learn about the importance of healthy eating through discussions and activities as part of the routine. Robust procedures are implemented by all staff to ensure the children's individual dietary requirements are adhered to and that parents' wishes are respected. Children behave extremely well as staff adopt a consistent approach to behaviour management. Staff always focus on the positive aspects of the children's behaviour and offer praise and encouragement, recognising their efforts as they tidy away the resources or help each other during the day. Children's mathematical development is building well, as they seek patterns, make connections and recognise relationships through finding out about, and working with, numbers, counting, sorting and matching. For example, opportunities to further extend children's learning of shapes and size through a series of complex instructions on how to make paper swords, by using a number of different folds; help them to problem solve and to learn how to question why things happen.

## 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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## **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