

St Andrews Pre School

Inspection report for early years provision

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Inspection date

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Inspector

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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).

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

St Andrews Pre-School was registered in 1985. It operates from St. Andrews Church Hall in the London borough of Harrow. The hall is divided into three areas for the children, which is normally based on their ages. There is a secure area at the rear of the premises available for outdoor play.

The setting is registered to care for 50 children within the early years age range and there are currently 52 children on roll, which includes funded three and four year olds. The setting opens five days a week during school term-times only and sessions are from 09.00am to 12.00 noon. The setting is registered on the Early Years Register and both parts of the Childcare Register. The setting supports a number of children with English as an additional language and children with Special Educational Needs.

There are 17 staff employed to work with directly with the children, of these, 14 hold appropriate early years qualifications. The setting is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happily spending time playing and exploring, and they make good progress in their development. In the main, the systems for observing and assessing the children's development are successful, but the next steps in the children's learning are not routinely recorded. There are effective systems in place in relation to partnerships with parents/carers and other professionals which enables children's individual needs to be identified and met. The systems for monitoring and evaluating the settings effectiveness are sound. Most of the legally required records are in place, but some lack the legally required information.

What steps need to be taken to improve provision further?

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

- keep consistent records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of Criminal Record Bureau Disclosures obtained and the date on which they were obtained. (Suitable People) 05/04/2011
- improve the risk assessment record so that it includes information on who conducted it, date of review and any action taken following a review or incident 05/04/2011

(Suitable premises, environment and equipment)

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

- improve the children's learning journals so that they include the next steps in the children's development
- update the record of risk assessment to include any assessments of risk for outings and trips.

The effectiveness of leadership and management of the early years provision

Staff are secure in their knowledge and understanding of safeguarding issues and are aware of the procedures to follow should they have concerns about the children in their care. In addition, there are clear written procedures in place to support practice in relation to child protection. Staff are well deployed which ensures that children are well supervised and supported. The setting conducts daily checks on the premises and in the main the children are safe. However, the written record of risk assessments does not contain all of the necessary information such as, when they were completed or by whom. This is a legal requirement. There are adequate recruitment procedures in place to ensure that those adults caring for the children are suitable to do so. Although all of the staff working directly with the children have Criminal Record Bureau Disclosures in place, the management team do not consistently record all of the legally required information. For example, the issue dates of the Criminal Record Bureau Disclosures are not in place for all of the staff which is a legal requirement.

The management team are committed to developing their service. In the main, they are able to identify their own strengths and weaknesses. For example, they have introduced a book library facility to support the parents to develop their children's language skills. They also wish to review their systems for recording children's learning and development. However, some areas of their monitoring has not sufficiently addressed issues in relation to the children's welfare. The views of parents and carers have been sought via parental questionnaires and parents and carers are able to make positive contributions to how they would like the service to be improved. They recognise the importance of ongoing professional development and staff are encouraged to attend regular training courses. As a result, staff develop their skills and knowledge which impacts positively on their ability to improve outcomes for children. The recommendations that were identified at the previous inspection have been addressed, which ensures children's safety at home time and their health.

There are good systems in place to promote partnership working with parents and others. There are notice boards in place which provide parents with information about the settings planning and some of their policies and procedures. Parents have opportunities to meet with staff to discuss their children's achievements and progress. Parents are unanimous in their positive feedback about the care and education their children receive within the setting. Necessary information is shared

with other professionals for example, the local authority Special Educational Needs Coordinator to support and extend children's learning and well-being within the setting. In addition, the setting completes transitional documents on the children's learning which can be taken to their new setting or nursery school as a means of sharing children's development and achievements.

Equality and diversity is well promoted within the setting. Staff speak a variety of languages, which they use within the setting, including Tamil, Hindi, Portuguese and Gujarati. This helps children to feel included and valued. Staff talk to the parents about languages spoken at home and provide key words which helps staff to meet the children's needs within the setting. The children are provided with a wide range of good quality equipment, toys and resources which challenge and interests them and which reflect diversity. A range of festivals are acknowledged such as Chinese New Year, Diwali and Easter and the parents are welcomed into the setting to take part in celebrations. Consequently, children are supported in developing an understanding and respect of the different cultural backgrounds of their peers and people within the wider world. In addition, the setting are able to translate documents into some of the home languages of the parents to ensure that they are fully aware of the settings policies and procedures. All children are encouraged to access all resources regardless of their gender. For example, boys enthusiastically push around the dolls in the pushchairs and the girls play with the rockets.

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

Children are valued as unique individuals as the staff take into account their interests, ages and abilities when planning for them. Regular observations are conducted and all children have their own 'Learning Journal' which records their achievement, photos and artwork. Although the staff team regularly meets to discuss the children's development, they do not routinely record the next steps in the children's development. The children are provided with a challenging environment which supports and extends their learning. For example, the children thoroughly enjoy investigating the outdoor environment. They take great delight in planting the different herbs and looking for insects with their magnifying glasses and birds with their binoculars.

Children are developing a keen interest in Information and Communication Technology as they have access to resources that promote this, such as programmable toys, telephones and digital cameras. They are also able to access a laptop with a range of educational software. Children are developing an understanding of problem solving and numeracy as staff use a range of mathematical language during play and routines. For example, during circle time the children count the number of children that are present.

Children's competency in communicating, speaking and listening are developing appropriately. The children are eager to participate in conversations with adults and their peers and are beginning to negotiate and take turns when speaking. For

example, children eagerly talk to adults about what they did over the weekend and the different insects and bugs they find when in the garden. Children enjoy having stories read to them in groups or individually and are beginning to understand that print carries meaning. Children are provided with a good selection of resources that enable them to practice their early mark making skills such as, pencils, crayons and a selection of painting tools.

Children enjoy regular fresh air and exercise. The outdoor area is well organised and resourced so that children can practise their large motor skills. For example, the children ride tricycles, scooters and run around. The setting has worked well with the parents to ensure that healthy snacks are provided. Snack time is a social event where the children sit in small groups, which enables them to talk to their peers and adults. During this time the children's independence skills are promoted. For example, they are encouraged to unpack their own food and to serve their own drinks. The staff work with parents to find out any dietary requirements or other observances that must be respected as a means of ensuring children health is supported.

Children are beginning to develop a sense of how to stay safe within the setting. For example, they routinely practise the fire evacuation procedures and are reminded to not to run whilst inside as they may hurt themselves. In addition, the children are taught the significance of road safety. For example, they are taken to the zebra crossing which is located close to the setting, where they learn about how to cross the road safely. Children's behaviour is managed in a calm and sensitive manner by staff who set clear, reasonable and consistent limits which helps children to play and work, feeling safe and secure. Children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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