

# St. Andrew's Pre-School

Inspection report for early years provision

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147619

**Inspection date**

18/05/2011

**Inspector**

Julie Biddle

**Setting address**

St. Andrews Church, Lynford Gardens, Edgware, Middlesex,  
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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*.

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## **Description of the setting**

St Andrew's Pre-School is managed by a voluntary management committee, made up of parents of children at the pre-school. It opened in 1968 and operates from two rooms in St Andrew's Church in Edgware in the London Borough of Barnet. The pre-school operates during term time from 9am to 2.45pm on Mondays, Tuesdays, Thursdays and Fridays and 9am to 12:30pm on Wednesdays. All children share access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 23 children may attend at any one time and there are currently 36 children on roll. The pre-school has funded places for 3 and 4 year olds.

The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs six members of staff and all hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Overall, children's needs are met well and the uniqueness of each child is fully recognised. All children receive warm, stimulating and high quality care and support from staff. Consequently, they make good progress in their learning and development. Children's welfare is promoted well and safeguarding procedures are effective. Exemplary systems are in place for working in partnership with parents, to promote continuity and progression in children's learning and development. Processes for evaluation and continuous improvement work well. The manager and staff are highly committed to identifying and implementing techniques and approaches that ensure good quality outcomes for every child.

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

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

- organise group story times to meet the needs of all the children

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

The setting has appropriate procedures in place to ensure children's safety and welfare; for example, the staff team have a good understanding of safeguarding issues and their responsibilities if concerned about a child's welfare. In addition robust recruitment procedures mean staff working with the children are suitable to

do so. Staff deployment is very successful across the setting, so that children are safe and closely supervised at all times. Thorough risk assessments and the implementation of policies and procedures further add to children's safety and security at the setting.

The pre school's self-evaluation process is thorough and inclusive. All staff, parents and children are involved in clearly identifying the setting's strengths and establishing priorities for development. The manager is successful in inspiring the dedicated staff team to reflect on practice to sustain the high expectations for continuous improvement. The recommendations from the last inspection have been fully addressed, improving outcomes for children.

The good use of resources, deployment of staff and use of the outdoor facilities contribute significantly to children's progress and well-being. There is a shared commitment to the promotion of equality and the recognition of each child as an individual. In addition a good level of support is provided to children with English as second language, which is confirmed in comments made by parents.

Staff are highly skilled in providing a rich environment full of opportunities and activities, which children thoroughly enjoy and participate in. Systems are in place to establish with parents their children's starting points, which inform initial planning; however, there are some inconsistencies in this information being gathered when new children start. Staff make frequent observations, which are used successfully to assess children's progress and identify the next steps in their learning and development. Each child has their individual learning journey file that is shared with parents.

Partnership with parents are extremely effective. Staff have developed very successful communication systems with parents. These systems promote parents involvement in their child's learning and development and significantly impact on the setting meeting children's individual needs. There is an active parent committee that has input into the organisation of the setting; for example, fund-raising and considering how the money is used to the benefit of all the children. In addition parents have many opportunities to participate in activities, such as special celebrations and trips in the community or further a field. Parents are also invited to read stories in their home language and cook traditional foods with the children. The staff have developed a very detailed file. This includes photographs of children taking part in activities and showing how these link to the Early Years Foundation Stage, meaning parents can support their children's learning across different areas. Parents can receive daily written feedback about activities and how their children are progressing; they also have opportunities to view their children's detailed learning journey. This highly inclusive communication system means parents are fully informed of and involved in their children's learning and development. Parents comment on how pleased they are that their children are happy in the setting. Systems are in place to share information and create a smooth transition for children to primary schools.

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

Staff know the children very well and are aware of their individual needs, interests and preferences. As a result, positive relations are developing and children make very good progress in their learning. The displays throughout the setting contribute to the welcoming and inclusive environment, where children's sense of belonging is effectively promoted. Staff continually assess the learning environment and deploy resources well. They involve visitors from the local community, such as the guide dogs for the blind and fire service, to enhance children's learning. Staff positively interact with children to extend and challenge their learning and enjoyment, according to their needs. Children are absolutely delighted when staff join in with their games, such as hopping and running races, they all laugh as staff race against each other. Children's understanding of their bodies and how it changes after physical exercise is developed by staff asking considered questions, such as how fast is your heart beating, children reply 'double faster'.

Planning is consistent throughout the setting and reflects individual children's next steps and all areas of learning. The child's individual 'learning journey' contains photographic evidence and regular observations, which are used to inform weekly activity planning. They are linked to the developmental progress report and monitor clearly children's progress towards the early learning goals. Children engage in good opportunities to promote their understanding of the natural world. They nurture and watch plants and food as it grows and take an active part in recycling projects. They enjoy taking part in the drama sessions led by an outside organisation. Children are delighted to use the well resourced and cheerful outdoor area; where they pedal bikes and cars, dig in the sand, water plants and climb and slide on the apparatus.

Children's understanding of number and problem-solving is incorporated into all activities; for example, children of all ages take part in number action rhymes. Many children successfully sort and match shapes and competently count to 10. Children are learning to operate simple interactive resources while exploring computer programmes, creating songs that they all spontaneously join in with. Children are encouraged to consider mathematical concepts such as more and less, big and small as they play.

All the children enjoy exploring various textures, including natural materials such as sand and water and a range of different media for creative play. Children learn about letters and sounds associated with their own names, making attempts to write their name or words through copying. There are opportunities, both inside and out, to enable children to make marks in a variety of ways to support the development of handwriting skills independently or with support; for example, the children use chalk, pens, pencils and paint brushes. All children can access books independently and select books to look at. Children are seen selecting a book and asking staff to read it to them; this indicates their enjoyment of books and contributes to the development of their literacy skills. Outcomes for children are positive and contribute to the development of their future skills. Children enjoy story time in a big group; however, this time was unorganised and some children

became bored and restless.

Children indicate they feel safe. They are confident and demonstrate a sense of belonging, happy to leave adults to explore their surroundings. Children take part in emergency evacuations and staff complete regular head counts during the day. As a result, children learn to stay safe. Children develop a good understanding of personal hygiene through daily routines and confidently explain why they wash their hands. Staff promote a healthy lifestyle that includes a balanced and nutritious snack and many opportunities for children to develop their physical skills indoors and out. Snack time is a social time; children independently peel bananas and pour their own drinks as they sit under the canopy in the garden.

Children have access to a range of resources and activities that positively promote diversity and acknowledge cultural differences. Staff also plan for special cultural events where parents are invited to share skills, such as traditional cooking and reading stories in home languages. Children learn about others in the community who are less fortunate than themselves by taking part in charity events. Positive techniques for the effective management of children's behaviour fosters the development of their self-esteem and confidence. As a result, children behave well and develop good manners.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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