

# Andover Pre School Limited

49-50 Corker Walk, Central Square Andover Estate, Islington, London, N7 7RY

## Inspection date

Previous inspection date

25/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff have a secure knowledge and understanding of how children learn and they provide a stimulating learning environment to promote the seven areas of learning. An effective key person system is in place, which helps children form secure attachments, promotes their well-being and encourages engagement with parents.
- Staff clearly identify children's individual needs. They seek appropriate intervention to give them the required support they need in order to progress and develop.
- Staff are positive role models. They are calm, relaxed and deployed effectively. They support children's understanding of what is acceptable behaviour in a positive manner.

### It is not yet outstanding because

- There is less opportunity for children to talk about their home lives and find out about their friends' experiences.
- There are fewer activities provided to enable children to talk about how they are feeling on a daily basis.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children taking part in activities and how the staff supported them.
- The inspector engaged in discussion with parents to seek their views on the service they receive.
- The inspector met with the manager to go through leadership and management issues and to sample documentation.

## Inspector

Maria Conroy

## Full Report

### Information about the setting

Andover Pre-School Limited is run by a committee of trustees. The provision opened in 1980 and was re-registered in 2011 when it became a limited company. The pre-school operates from a ground floor, purpose-built building. It is situated in the Andover Estate, a residential area in Finsbury Park in the London borough of Islington. The pre-school is open each weekday from 8.30am to 5pm in term time only. All children share access to a secure enclosed outdoor play area. The pre-school is registered on the Early Years Register and provides care for children in the local area. There are currently 24 children on roll who are aged from two years to the end of the early years age range. The pre-school supports children with special educational needs and/or disabilities, and those who speak

English as an additional language. The pre-school is registered to receive funding for the provision of free early years education for children aged three and four. There are four members of staff employed, of whom three hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

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

- share photos of children's family and friends, pets and favourite people to encourage them to talk about their home lives and find out about other children's experiences
- put in place ways which help children let others know how they are feeling; such as pegging their photos on to a feelings tree.

### **Inspection judgements**

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage and have all attended training in line with recent changes to legislation. As a result, they are confident in providing a wide range of stimulating activities which relate to children's interests and developmental needs. Staff are calm, relaxed and deployed effectively. They engage positively with the children. As a result, children feel very safe, secure and they settle well. This encourages them to explore, investigate and engage in their play. Effective systems in place enable staff to observe, assess and monitor children's developmental progress. The staff are aware of the systems for the required two-year-old progress check which they implement once children have settled in.

Staff effectively promote children's communication and language skills. Children enjoy singing a range of their favourite songs and staff use prompts which engage and encourage children to take part. They use simple actions, which helps support their understanding of the meaning of the words. Children take part in fun games, such as 'silly soup' which helps them recognise rhyming words such as bat and cat. Staff fully support children's personal, social and emotional skills and this helps build secure relationships between the child and their key person. Children are encouraged to make independent choices from the variety of materials available because the resources are well organised at low level and attractively presented.

Overall children behave well. They are encouraged to be patient and take turns when they

play computer games. Staff support children in helping them to recognise when their actions are not good choices. However, there are fewer opportunities for children to talk about their feelings and let others know how they feel on a daily basis.

Children's physical development is actively encouraged through the well-resourced indoor and outdoor area. They enjoy painting using a range of materials, including different size brushes. They write their names using pencils and they use nets to catch fish from the water. Outdoors they are encouraged to take risks as they climb up steps, jump from heights and slide down the 'fireman's pole'. Children's independence is encouraged; they take themselves to the toilet and wash their hands; they choose their apron from the low level hooks and are encouraged by staff to put it on by themselves.

Children engage in re-telling familiar stories and are encouraged to talk about how the characters feel with the use of soft toys and props. The home corner outside also supports children's literacy. Staff extend the stories with props to use for outside play. Children follow simple instructions in home made books with photos and words, which tell them how to make up the 'beds' for the bears. Children feel valued and self-assured. Staff label and display their creations, enabling them to talk to their friends and adults about what they have made. Staff ask children about what they have made and they write down their comments, which helps support their understanding that what they say can be written down.

Children engage in computer games which help them understand simple technology concepts. They turn the computer off and on and link the consequences of their movements. Staff support children in helping them to understand simple mathematical concepts by matching shapes in games and the environment. Children are learning to solve problems; they work out how to put train tracks together and complete puzzles. Children sing number songs and they compare paint brushes, working out which one is longer.

The home corner enables children to gain a good understanding of the world around them. Resources reflect diversity and pictures of people from different communities helps promote positive images to children. However, there is less opportunity for children to see photos of their own family, to prompt discussions about their home lives. Children use their local community to explore, such as when they go on a bike ride around the estate. Children grow vegetables in the garden, including lettuce and tomatoes, then harvest and eat them during meal times.

Children are encouraged to express themselves through their own designs. They make three dimensional models, including a magic wand. They enjoy making structures from a variety of different toys, including dinosaurs and trucks. Staff talk to the children and take an interest in their construction. They ask questions such as 'what does a dinosaur need to jump?' encouraging children to think critically.

Partnerships with parents are good. Staff plan time when a child first starts to work with parents and find out as much as possible about the child. This enables staff to fully support children in settling in and reassures parents. Staff find out children's starting points and use these to guide them in planning for their individual developmental needs.

Staff update parents on what they are doing with their children and they display plans, photos and work around the building. They also talk to parents to offer support. Staff follow children's interests; for example children showed interest in fairies so they organised a colourful display of different types of fairies. Parents comment they are very happy with their children's progress, they feel that the staff are very good at updating them and they were given lots of information when their child started. They comment on how the children are happy coming in and look forward to it.

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

Staff support new children to settle and offer them comfort when they need it. They engage positively with children and are interested in what they do. Key persons spend time with parents on arrival, finding out how children have been. They sit close by them during meal times giving ongoing encouragement. They talk to them in a very calm and relaxed manner, offering them reassurance. Staff support children who have additional needs well. They make sure they get to know them thoroughly in order to provide appropriate activities and meet their individual needs.

Children cooperate and help each other when they are building and constructing and remind each other to say 'excuse me' as they pass close by to them. Children are encouraged to keep themselves safe. They learn how to use scissors effectively and to climb up and down large structures with confidence. Children regularly take part in fire drills, making them aware of how to evacuate in the event of an emergency.

Children are developing a good understanding of a healthy lifestyle. Staff provide them with a healthy diet; for example white fish, salad and potatoes. Children help themselves to water during the day. Children engage in a range of physical play such as climbing, jumping, cycling and using a range of small tools. Children independently take themselves to the toilet and wash their hands afterwards.

The staff effectively prepare children for moving on to school. Transition visits take place with their key person and parents, to introduce them to their new environment. Teachers from school also come to visit the children if appropriate. Children attending the pre-school develop the key skills they need in order to move on to their next stage of learning. For example, independence skills.

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

Effective safeguarding procedures are in place to support children's welfare. Staff review the safeguarding policies and procedures in line with changes to legislation. The deputy manager has completed safeguarding training and staff demonstrate their understanding of the steps they would take if they had to make a referral. Staff undertake risk assessments on the areas children use and there is an effective system in place to prevent unknown persons from entering the premises.

There is a suitable system in place to evaluate practice. This includes assessing and reviewing the environment to ensure it supports children's learning. The pre-school also act on the views they seek from parents. For example, last term, parents requested a workshop on safety near and in water which the staff arranged for them. The manager supports staff with regular planning meetings and she observes and monitors their practice. There are suitable systems in place for appraisals and supervision meetings, although these are not yet fully established. Staff attend training which supports and updates their skills, knowledge and professional development.

The pre-school provide a stimulating, well-resourced environment to support children's learning. Toys and resources are easily accessible and displayed attractively to invite children to engage in the activities. Staff regularly evaluate the way in which the environment is organised, to ensure it supports children's learning in the best possible way.

The manager verbally demonstrates that there are effective partnerships in place with other professionals. The pre-school work closely with the early years team in the local authority. Staff assess children using a baseline assessment when they first attend to help them plan for each child. They include information gained from parents and their own observations. Staff are committed to following up any additional help required and working as part of a team to provide the best support possible for the children.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

	is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. 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

<b>Unique reference number</b>	EY433427
<b>Local authority</b>	Islington
<b>Inspection number</b>	795381
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Andover Pre School Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02072720921

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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 that are usually their 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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