

St. Philips Pre-School

St Phillips Pre-School Nursery, St Phillips Church Hall, Gravel Hill, Finchley,, London, N3 3RJ

Inspection date	24/10/2012
Previous inspection date	28/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 look after the children with warmth and kindness, thereby supporting their emotional needs.
- The staff use self-evaluation to reflect upon their strengths, work well as a team and are keen to develop their provision to improve outcomes for children.
- The pre-school provides an inclusive service for children and their families, ensuring that everyone is valued and respected.
- The staff establish good relationships with parents, keep them well informed about their children's progress and welcome their comments.

It is not yet outstanding because

- More able children are not sufficiently challenged in some aspects of literacy.
- At certain times of day some children are not fully engaged in activities.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor playrooms and the outdoor area.
- The inspector held meetings with the manager of the preschool.
- The inspector also talked to various staff members and children's key persons.
The inspector looked at some children's assessment records, planning
- documentation, evidence of suitability of staff working in the setting and a sample of risk assessments and policies.
- The inspector also took account of the views of parents

Inspector

Diana Rose

Full Report

Information about the setting

St. Phillips Pre-School opened in 2004 and operates from St. Phillips Church Hall in Finchley, North London. The nursery have access to a large hall, an adjacent smaller room, toilets and a secure outside play area. The nursery serves the local and surrounding community. It is open during term time each weekday from 8.20am to 3.00pm, offering flexible sessions from 8.20am to 1.00pm; 11.30am to 3.00pm and all day sessions where

required. Some children attend school nursery provision in the morning and then St. Phillips pre-school in the afternoon. The nursery also offer three weeks summer school which operates during the last week in July and the first two weeks in August. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two, three and four-year-olds. There are currently 44 children on roll aged from two years to under five years. The setting supports children with special educational needs and/or disabilities and children learning English as an additional language. There are six members of permanent staff working with the children. All other staff hold relevant 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:

- give further consideration to staff deployment at times when children come and go to ensure that all children are engaged in learning
- develop further opportunities for more able children to develop their abilities in phonics.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They use an effective key person system to support children to make good progress across all seven areas of learning. Staff plan a well-balanced range of activities that takes into account children's starting points, abilities and interests. Children's records demonstrate that staff have initial discussions with parents about children's developmental starting points and they use these to plan activities based on these. Children with additional needs progress well due to the rigorous assessment and monitoring practices used by the pre-school.

Children become active learners. They confidently seek out the resources that interest them and hold their attention. They attend to their needs independently for instance, putting on their coats when going outdoors, pouring water when they want to drink and spreading butter on their toast. These are skills and attitudes that will support their future learning at school. However, there are certain times of the day, when new children are arriving, that staff deployment is not fully effective to help children engage in their learning.

The pre-school has been involved in the 'Every Child A Talker' programme and the introduction of 'Small Circle' initiatives. Both of these have had a very positive impact on the development of listening, attention and speaking skills. Children relax and enjoy books while sitting in a cosy tent, which encourages an interest in the printed word. However, there are not so many opportunities for more able children to extend this to knowledge of phonics and letter writing. Children have good opportunities to use their senses to explore and investigate. They enjoy manipulating the dough, rolling it into balls or long shapes and use their imaginations by forming it into 'pancakes with syrup'. Children make tall towers and count pieces of construction toys, which help their mathematical development. They have access to a range of technological equipment and mark making with paints, chalks and pencils. Children learn about the world around them, fascinated by model pumpkins, battery operated 'candles' and rubber flying bats in the approach to Halloween.

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

The effective key person system supports children's emotional needs. This and the warm care given by all staff helps children feel safe and secure. The nursery is comfortable and has ample space for children to move around in safety and fully explore the resources, inside and outdoors. Staff are exceptionally good role models to the children, offering praise and encouragement. They use good strategies to promote appropriate behaviour and this means that children's behaviour is good.

The staff recognise and value children's home languages. They understand that encouraging a child to use their home language further supports their communication development. For example, staff learn key words in the child's home language to help them settle and use pictures to help them become familiar with the routines. This helps children develop a sense of belonging in the pre-school.

Children play in a clean environment. Staff encourage children to adopt good personal hygiene routines. Children learn to cover their mouth when they cough and to wash their hands at appropriate times during the day. This is reinforced by songs, which the children delight in singing. Children's physical development is supported well by the provision of equipment which encourages energetic and physical play both indoors and outdoors. Children bring packed lunches from home and enjoy sitting together at lunch. During snack times they are offered milk or water, fresh fruit and toast.

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

The pre-school staff have a good understanding of the importance of safeguarding the well-being of the children. Staff conduct risk assessments and take action to minimise hazards to children both indoors and out. The manager and her staff demonstrate a good understanding of child protection issues, including having a thorough awareness of the procedure for reporting concerns. The robust recruitment procedures helps to ensure all

adults working on the premises are suitably vetted.

The manager conducts regular appraisal meetings with staff where performance is robustly reviewed and training needs discussed. Staff support each other's professional development by observing each other and giving suggestions to improve practice. This demonstrates that the motivated staff team understand the importance of continuously developing practice in order to improve the learning and development programmes for children. For example, new planning formats are used throughout the setting focusing on the current requirements in learning and development. Assessment practices identify children with additional needs and interventions are introduced, monitored and evaluated for effectiveness. For example, children with speech difficulties are identified early and focussed support programmes involving speech therapists are introduced so that all children make good progress in their communication and language skills.

The staff build good relationships with parents which provides continuity for the children. Children's learning journeys are shared with parents regularly and the termly progress reports also keep them well informed about their child's development towards the early learning goals. On the day of inspection, several parents stated that they and their children are very happy with the pre-school. They commented that the skills of the staff have enabled their children to make good progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY293090
Local authority	Barnet
Inspection number	814776
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	44
Name of provider	Baidehi Mittra
Date of previous inspection	28/09/2009
Telephone number	0208 346 2041

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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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