

St Andrews Pre-School Higham Hill

St. Andrews Church, St. Andrews Christian Centre, Church Road, LONDON, E17 6AR

Inspection date	08/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Effective observations and assessments are in place to track children's learning and development.
- Children enjoy daily outdoor play to effectively support their physical skills.
- Children's independence skills are effectively promoted through everyday routines.
- A good two-way flow of information is shared with parents to support children's progress.
- Children have developed strong relationships with staff to support their confidence and sense of belonging.

It is not yet outstanding because

- Staff are not talking to children about more, less and lots in everyday situations to further support their understanding of mathematical concepts.
- Group time sessions are not always effectively managed to support children's concentration skills, contributions and play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 interviewed the provider and had ongoing discussions with management regarding practice throughout the inspection. This included the completion of a joint observation of the cooking activity with the deputy manager.
- The inspector sampled documents including children's special books, policies and procedures.
- The inspector observed the resources and equipment on offer and how they are organised to support children's play and learning.
- The inspector discussed the setting's self-evaluation.

Inspector

S Campbell

Full Report

Information about the setting

St Andrews Pre-school Higham Hill registered in 2002 and re-registered in 2012. It is managed by a board of trustees. The pre-school is located in a residential area and operates from St Andrews Christian Centre in Walthamstow, within the London Borough of Waltham Forest. There are two playrooms and all children share access to a secure enclosed outdoor play area.

The pre-school is open each weekday: Monday, Tuesday and Friday from 9am to 3.30pm and Wednesday and Thursday from 9am to 12pm term time only. There are currently 35 children on roll and children attend a variety of sessions. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. The pre-school supports children who speak English as an additional language. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school employs eight members of staff; of these seven staff hold a range of appropriate early years qualifications from level 2 to level 6. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- consider ways to help children concentrate; for example, by keeping group sizes to a minimum so that the environment is calm and orderly and provides all children with opportunities to make a contribution.

- strengthen children's understanding of mathematical concepts; for example, by using number language to describe quantities, such as more, less and lots, to further promote children's learning

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 Early Years Foundation Stage framework, and as a result children are making good progress in the seven areas of learning. Children are developing to be confident talkers. They take pleasure in initiating discussions with adults and introducing themselves. Through practical situations, staff ask children good open-ended questions to effectively encourage children to think and further promote language development. For example, while taking part in cooking activities, children inform staff

that they went to the cinema yesterday and what they went to see is a secret. Children are developing a good interest in printed material because staff spend time reading to children. Staff skilfully capture children's interest by asking children whether they have been to the dentist. Staff effectively support children who are learning to speak English as an additional language. They obtain key words from parents to ensure no child is disadvantaged, which effectively promotes an inclusive environment. Consequently, children are beginning to say two and three word sentences with confidence and ease.

Children's independent skills are developing well. They freely and comfortably move from one activity to next to support their interests and play. Children help themselves to water throughout the session, using the water flask dispenser. They make choices at snack time and butter their own bread. Children's early problem solving skills are effectively promoted. More able children complete puzzles unaided and others enjoy playing with dominos. Children are beginning to match the correct domino by counting the dots and matching colours. While taking part in making modelling dough, children's counting skills are effectively promoted. For example, children count how many cups of flour is needed. However, staff are not building children's understanding of mathematical concepts, such as more, less and lots, to further promote their learning.

Effective observational assessments are undertaken by staff to effectively track children's progress towards the early learning goals. Staff demonstrate a good understanding of child development, and as a result realistic targets are made to move children's on in their next stage of development. Staff are clear about children's individual needs and interests and this is supported well through focused activities. Children take pride in decorating their 'special books' and their developmental records are supported with photographs and their artwork. Staff undertake the two year old progress check and these are effectively shared with parents, enabling them to contribute to children's learning.

While taking part in cooking activities children make connections with the star biscuits and happily sing 'twinkle twinkle little star' to staff and their friends. They enthusiastically sing songs from memory. Children enjoy exploring and observing toy mini bears with magnifying glasses. Staff also use this as an opportunity to count the spider's legs. Consequently, children are confident counting up to eight and beyond. Children are developing a good understanding of time to support their learning. While taking part in circle time sessions children learn about days of the week, months of the year and seasons. However, staff do not always manage group time sessions effectively to enable all children to contribute and concentrate to support their learning. Children enjoy acting out real life situations to effectively promote their imaginative skills. They spend time playing hairdressers with their friends and putting their dolls on the potty. Children eagerly take part in creative play, including arts and craft. They benefit from making a tower with construction toys, drawing a green comic book hero and icing biscuits.

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

Children have formed strong bonds with staff and are well settled in their environment. Children are able to play with activities and resources immediately on their arrival because

staff arrive early at the setting to plan and prepare activities. Children's key persons have a good understanding about their individual needs and starting points because relevant information is obtained. Staff have also established good links with neighbouring schools to support children's transitions. In addition, detailed transition reports are carried out to enable school staff to gain a good understanding of what children can do. Children feel good about themselves. For example, they smile when staff compliment them on their appearance. Children are also developing a good sense of achievement because staff praise them about their beautiful iced biscuit. Children are polite and well behaved. They play in a calm and relaxed atmosphere.

Children are developing a good healthy lifestyle through everyday routines. They go outside eagerly and benefit from playing in all seasons. Children happily play ball games with staff and others negotiate space well, using wheeled toys. Children actively take part in action songs enabling them to use a range of movements, for example, identifying their head, shoulders, knees and toes. Children's good health is further promoted because staff read stories to children about the importance of cleaning their teeth. Consequently, children inform staff that they brush their teeth in the morning and at night. Children are cared for in a clean and well maintained environment and through practical routines, they wash their hands at appropriate times. This effectively reduces the spread of cross infection. Children receive healthy snacks, which consist of a range of fruits and vegetables. Staff work well in partnership with parents to ensure information is obtained about children's dietary requirements and they cater for these effectively. Staff also share healthy eating recommendations with parents so that children are provided with a healthy lunch box.

Children are cared for in a secure environment. They are escorted to the bathroom and their arrival and departure is closely monitored. Staff take time to talk to children about not running indoors when it is wet because they will hurt themselves. Prior to taking children out on outings, staff talk to children about road safety awareness. Children's understanding of keeping themselves safe is further promoted through taking part in regular fire evacuation procedures. This enables children's understanding of what to do in an emergency.

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

Staff have a good knowledge and understanding safeguarding procedures. Helpful information is on display around the setting to ensure staff act in children's best interest. Children's learning and development is effectively monitored through systems for tracking individual children's progress and regular staff meetings. Although, there are no children currently attending with special educational needs and/or disabilities, staff have a good understanding of supporting all children and working in partnership with parents to support each child's individual care, learning and development.

Staff are effectively supported through a range of group and individual meetings. They make good use of meetings to talk about forthcoming activities, focused activities and

planning. This promotes good outcomes for children. Meetings are also used to effectively support individual staff and identify training needs. knowledgeable staff care for children. They attend regular in-house training to support their practices, for example, communication and language and the two year progress check. Staff disseminate information gained from training to the remainder of the team. This demonstrates effective team working. Staff work well as a team and helpful information is displayed for parents to see. Strong relationships are built with parents and they are kept informed of children's learning and progress and play through various methods. For example, through ongoing discussions, the sharing of children's special books, displays and progress meetings.

Children have access to a good range of resources to support their interest, learning and development. Resources are in good repair, and are age and developmentally appropriate. Children are developing a good understanding of similarities, differences and the wider community. Children play with a varied range of toys that reflect positive images and take part in celebrating a range of festivals, for example Chinese New Year, Christmas, Diwali and Eid. Children are cared for in a safe and secure environment to promote their well-being. Detailed and daily risk assessments take place to help ensure children play in a safe and secure learning environment.

Staff and management are committed to continuous improvement. Consequently, there are effective processes in place for self-evaluation to further promote good outcomes for all children. The setting is working towards the implementation of coffee mornings, electronic systems for tracking children's progress and the provision for storing resources to enable children to access resources independently. Staff value parents' views and obtain these through questionnaires. As a result of parent's feedback, regular meetings are held once a term to enable parents to share information about children's progress with their child's key person.

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 action. 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	EY451801
Local authority	Waltham Forest
Inspection number	884665
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	35
Name of provider	St Andrews Pre-School Higham Hill Ltd
Date of previous inspection	not applicable
Telephone number	02085235532

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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, which are usually the childminder's 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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