

# St Andrews Pre School

Malvern Avenue, Harrow, Middlesex, HA2 9ER

## Inspection date

17/10/2013

Previous inspection date

21/03/2011

## 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 take good steps to make sure children are kept safe.
- Highly effective partnerships with parents and other professionals mean that there is a united approach to meeting children's individual needs and helping them make good progress.
- The manager shows a clear drive for good practice, resulting in the efficient running of the preschool. The staff work very well together and are effective in their roles.
- Children have formed good relationships with their key persons and adults caring for them. This means that children settle well and are happy.

### It is not yet outstanding because

- Resources that promote information and communication technology are not always available for children to use, which limits their understanding of this area.
- Although the quality of teaching is strong overall, occasionally staff miss opportunities to extend children's learning and develop their understanding of mathematical language.

## 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 had a tour of the premises with the manager.
- The inspector observed children's play and interaction with staff.
- The inspector carried out a joint observation with the manager.
- The inspector sought the views of the parents of children who attend the preschool.
- The inspector looked at documentation, including policies, children's records and the nursery's self-evaluation form.

## Inspector

Carolina Montesinos

## Full Report

### Information about 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 an 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 41 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 13 staff employed to work with directly with the children, of these, 12 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:

- extend the range and accessibility of activities and resources to support children's understanding of information and communication technology
- make use of naturally arising situations to extend children's understanding of mathematics

### Inspection judgements

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

Children's learning and development is enhanced by staff, who are enthusiastic and intuitive to children's needs. Staff have a secure knowledge of how to promote the learning of young children. There is a strong focus on children's interests as the staff use the interests of the children in planning. For example, an interest in construction led to children and staff engaging in pretend play and enhancing the learning environment using large and small bricks, large cars and trucks to transport the materials for building, etc. As a result of staff interaction and children taking the lead in their learning they are excited by, and enjoy, their learning.

The environment is stimulating and inviting. It contains a wide variety of resources, which provide children with engaging learning opportunities. As a result, children are well motivated and eager to participate in activities. However, resources for information and

technology are not readily accessible to children, which limits their learning experience at times. Nonetheless, staff are enthusiastic and thoughtful about the experiences that they provide for children. This has a very positive impact on children's learning and development and ensures that they all make good progress.

There are robust systems for observation and assessment, which enables staff to track the progress of the children effectively. As a result, staff can plan challenging and fun activities for them. The assessments demonstrate how the children continue to make good progress in their learning and development. The staff complete the required progress check for two-year-olds, which is shared with parents so they are aware of the progress their children make. Parents contribute towards their child's assessments through regular discussions with staff.

There is a highly successful partnership with parents and other professionals which means, all children learn and make progress according to their own potential. This partnership is particularly strong in supporting children with special educational needs and/or disabilities. Parents feel supported and involved in their children's learning. Professionals such as Portage and speech and language therapists provide the staff with advice and training, which enriches children's opportunities for development.

The staff group is a strong team who work well together; as a result children are safe and secure in the nursery. Staff guide and extend children's developing skills, for example, during a free-flow activity staff guide children as they make marks and successfully attempt to write and recognise letters in their names. Children see that writing has meaning from the labels around the room and books. These activities support children's early writing skills and language development. However, occasionally staff miss opportunities to extend children's mathematical knowledge and vocabulary. For example, when children talk begin to talk about the numbers on the rocket pictures on their lunchboxes at snack time, staff do not pick up on this and continue their learning by questioning them.

There are plenty of opportunities for children to be active and develop their physical skills provided in all weathers. Children enjoy the opportunity to be outside in the fresh air and staff ensure children have the space and the tools to challenge their physical skills. For example, there are bicycles and other peddling and pushing toys as well as large construction toys outdoors and indoors available.

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

Staff support children's emotional well-being extremely well. They share positive relationships with nurturing staff, who are caring and sensitive to every child's needs. Staff are particularly perceptive and skilled in developing children's sense of belonging in the extremely warm, family and community-focused environment. When children start attending the pre-school, staff complete a 'My family profile' form and make a family photo collage for the children which is later on used on displays and in activities.

The staff prioritise the safety of the children in their care therefore; strong safety measures are in place. For example, the pre-school runs from a church hall, which is used by other groups, therefore the staff carry out daily a risk assessment of the premises to ensure it is safe for children. The daily routines are also designed to ensure children are supervised at all times, especially in the corridor between the hall and the outdoor area, as church members occasionally use the toilets after a service on a Wednesday.

There is a successful KP system in place, this means, the staff know their key children well and tailor their planning to meet the individual needs of each child. Staff are also patient considerate of the rate at which children develop confidence, especially those who are new to the setting. For example, the settling process involves giving children and their families time to get to know the staff and the new environment before children stay for the full session.

Staff work effectively with parents in supporting the children through change, including going to school. As a result, children are becoming confident and have the support and care they need to manage their own feelings and take change in their stride. Close liaison with key persons ensures that important information is shared and transition reports are also provided. Additionally, Children are developing good self-help skills through the daily routines. This includes, serving themselves at snack time, putting on their coats to play outdoors and washing their hands before and after they eat. A focus on supporting children's independence skills also prepares the children for the next stage of their learning.

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

The manager has a secure understanding of her responsibilities in meeting the learning and development and safeguarding and well-being requirements of the Early Years Foundation Stage, and uses this well to support her staff. Staff meetings are held after hours every half term, where training needs and updates on policies are discussed. Recently all staff have completed their safeguarding children and first aid training.

There are good systems in place to monitor the educational programmes and children's development. Self-evaluation of practice is ongoing and the whole staff team contributes to this. The manager use staff's contributions as well as feedback from parents' surveys and suggestions to inform their improvement plans. For example, following a parent's suggestion the manager acquired portable sinks for the children to use during snack times. As a result, the pre-school effectively prioritises areas for improvement and continues to make good progress in the provision for the children who attend.

Arrangements for safeguarding children are firmly in place. The implementation of the clear policies and procedures contributes to the safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. All staff receive training in safeguarding children and through discussion, demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Recruitment and

induction procedures are robust. As a result, suitably qualified and experienced staff care for children.

The manager has high aspirations for the pre-school and works with the staff to develop this. The staff team is highly motivated and work well and are effective in their roles. The manager encourages the continuous professional development of the staff and carries out regular supervision meetings, where further training needs are identified and good practice exchanged. Staff are valued members of the team and as a result, the morale is high. Therefore, children benefit from strong and secure team around them.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	509031
<b>Local authority</b>	Harrow
<b>Inspection number</b>	814324
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	41
<b>Name of provider</b>	St. Andrew's Pre-School Committee
<b>Date of previous inspection</b>	21/03/2011
<b>Telephone number</b>	07708098009

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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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