

# St Francis Pre-School

Yardley Children's Centre, Yardley Primary School, Hawkwood Crescent, LONDON, E4 7PH

<b>Inspection date</b>	28/11/2013
Previous inspection date	08/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff provide children with a good range of play resources, which helps them to progress in all areas of learning.
- Children are happy and settled because staff support them effectively in settling-in, and make good attachments with them.
- Staff's strong relationships with parents means that children's individual needs are met well.
- Staff's good understanding of safeguarding issues means that they know how to support children's safety if concerns are raised.

### It is not yet outstanding because

- Staff miss opportunities to discuss the importance of healthy foods with children during snack time, to support their further understanding of healthy lifestyles.

## 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.

## Inspection activities

- The inspector observed children at play and staff's interaction with them.
- The inspector examined documentation, including a representative sample of children's records, accident records and policies.
- The inspector and the manager completed a joint observation of the children.
- The inspector spoke to staff, the provider, parents and the manager.

## Inspector

Caroline Preston

## Full report

### Information about the setting

St Francis Pre-School first opened in 1962 and re-registered in 2011, as a result of moving to Yardley Children's Centre. The pre-school is managed by a committee. The Children's Centre is located within the grounds of Yardley Primary School in Chingford, in the London Borough of Waltham Forest. There is a main play area and all children share access to a secure enclosed outdoor play area.

There are currently 89 children on roll in the early years age group, and children attend a variety of sessions. The pre-school is currently in receipt of funding for the provision of free early education to children aged two- three and four-years-old. The pre-school currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school is open each weekday from 8.30am to 11.30 am, and 12.30 pm to 3.30 pm during term time only. A lunch time session is provided from 11.30 am to 12.30 pm, Monday to Friday. The setting is registered on the Early Years Register.

The pre-school employs eight members of staff. All staff, including the management hold appropriate early years qualifications at level 3 and 4.

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

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

- enhance children's further understanding of the importance of eating healthy foods and why this is good for their growing bodies.

### Inspection judgements

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

Staff offer children a good range of learning experiences, and as a result, children learn and develop well. They observe and assess children when they start, which means they securely identify children's starting points along with any special educational needs and/or disabilities. Staff support children who are learning English as an additional language effectively. For example, they provide one to one work with individual children and learn key phrases from their home languages. This values children's individual backgrounds well and supports children in learning English alongside their home language. Staff complete progress checks for children aged two years and share these with parents, which helps staff to meet the individual needs of the children securely. Staff work closely with parents when their children start so that parents are involved in their child's initial assessment. They encourage parents to continue their child's learning at home by discussing with them about what children are learning at the pre-school.

Staff support children's good understanding of mathematical skills by encouraging, questioning and challenging them to count and subtract numbers using a 'worm' game. Children write their names confidently as staff offer an effective range of writing resources, which helps children to make marks and develop their early literacy skills well. Children enjoy messy play with 'pretend snow' and painting using the easel. Staff encourage children to make shapes and patterns with the play dough. These activities promote children's small physical skills and their creativity effectively. Staff provide good opportunities for children to develop their large physical skills, for instance, children enjoy riding bikes and climbing. Children enjoy playing with the role play resources, which helps them to develop their imaginations and confidence well. They take part in planting and growing activities, which enables children to develop their good understanding about nature and the world around them. Staff support children to use the interactive smart board, children therefore learn how to use technology. This activity also helps develop children's language skills as they talk about what they are doing. Children skilfully use the interactive pen to move pictures around the board and develop their computer skills effectively. Staff's good teaching techniques means that children progress and learn well, and acquire effective skills for their next stage of learning.

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

The strong key person system means that all children form strong attachments with staff when they start. Staff spend time settling new children into the pre-school so that their physical and emotional well-being is met effectively. Staff are good role models, they treat children respectfully and work well as a team. Children learn how to behave as staff model good manners and speech, staff also remind children of behaviour boundaries. Children learn about risks well as they play outside in the garden. For example, they learn to manoeuvre their bikes carefully so that they do not hurt other children playing outside in the garden. Staff support children's good understanding of differences as they talk to children and celebrate various festivals. Children have access to resources that reflect positive images of diversity as part of their daily play, such as dual-language books, role play toys and dolls.

Staff provide children with nutritious snacks and drinks and offer them good daily opportunities to exercise in the garden, which supports children's secure understanding of the importance of being healthy. However, during snack times staff miss opportunities to discuss with children why the food they are eating is good for them and how this helps their bodies grow and develop. Staff support children consistently in learning about hygiene routines, for example, they help children to become toilet trained, supporting children's growing self-help skills well. Children wash their hands after using the toilet and before snacks, and staff encourage children to wipe their own noses. As a result, children are competent in managing their personal needs.

Staff provide children with a stimulating, well organised environment both inside and outside. Play resources are of a high quality and activities are carefully planned so that children progress towards the early learning goals. Staff work closely with local schools

and nurseries on site, and across the borough by visiting these settings with the children. This helps children prepare emotionally for their next stage of learning.

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

This inspection was brought forward following a previous visit by Ofsted to investigate concerns about safeguarding procedures. At the previous visits the provider was issued a notice to improve. This asked the provider to ensure: implement an effective policy and procedures to safeguard children in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB) and the Early Years Foundation Stage requirements. This provider is now meeting the requirements. Leadership and management of the pre-school is good, which means that the educational programme is monitored effectively so that children learn and develop well. The manager works directly with staff and children on a daily basis, enabling her to monitor staff performance effectively and to offer instant feedback. Consequently, staff develop professionally and provide good care and education to children. The manager demonstrates a good understanding of her responsibilities in delivering the safeguarding and welfare, and the learning and development requirements of the Statutory Framework of the Early Years Foundation Stage.

The manager undertakes regular supervisions and appraisals with staff and provides them with many opportunities for further training. She safeguards children by robustly vetting staff before they work with children. The manager and staff's good knowledge and understanding of the pre-school's safeguarding policy and procedures means that they know how to identify concerns about children's welfare or staff practice, and who to report their concerns to. This promotes children's welfare securely and helps keep them safe. All accident and medication records are completed and stored by staff securely, and all staff have current first aid certificates. These steps promote children's well-being and welfare effectively at the pre-school. Staff carry out daily detailed risk assessments inside and outside the pre-school so that any hazards to children are swiftly removed, and all areas children access are safe and secure. Staff raise children's good understanding about safety issues by practising regular fire drills and talking to them about road safety.

The manager and staff implement the pre-school's self-evaluation effectively, for example they are improving and developing the garden so that children can use the grass area in the winter. New resources help children develop as they are well made and stimulating. Staff work with parents closely, meeting with them regularly and sharing records of achievements. This means parents receive good ongoing information about their child's learning and development. Staff work effectively with external agencies to meet the individual needs of children. As a result, they share ideas to help children develop, which means children receive the care and learning experiences they need.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY424194
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	901051
<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>	26
<b>Number of children on roll</b>	89
<b>Name of provider</b>	St Francis Playgroup And Parent Toddler Group Committee
<b>Date of previous inspection</b>	08/02/2012
<b>Telephone number</b>	02085293252

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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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