

# St. Andrew's Pre-School

St. Andrews Church, Lynford Gardens, Edgware, Middlesex, HA8 8TZ

## Inspection date

07/03/2014

Previous inspection date

18/05/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- The outdoor space is used effectively to provide good levels of challenge for all children. Children display high levels of enthusiasm and involvement as they develop physical skills and take risks knowing staff are nearby to ensure their safety.
- Staff have a strong knowledge of how children learn and develop and plan activities taking into account individual needs. Therefore, children make good progress based on their starting points and are being prepared for their next steps.
- Partnership with parents is excellent, the key person role ensures that staff engage parents in all areas of the provision therefore, children's learning and well-being is effectively promoted.
- There are good systems for monitoring practice. The manager has a clear drive for improvement, is very organised and works well with other professionals in order to effectively target areas for development.

### It is not yet outstanding because

- The organisation of some group activities does not always target learning effectively particularly for some children who may need extra support, which occasionally results in some children becoming disengaged.

## 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 had a tour of the premises with the manager of the pre-school and conducted a joint observation with them.
- The inspector took account of the views of the parents.
- The inspector met with the manager and discussed recruitment procedures and sampled key documentation.
- The inspector observed children's indoor and outdoor play.
- The inspector sampled children's progress records and planning.

## Inspector

Carolina Montesinos

## Full report

### Information about the setting

St Andrew's Pre-School originally opened in 1968 and registered in 1992. It is managed by a voluntary management committee, made up of parents of children at the pre-school. It operates from two rooms in St Andrew's Church in Edgware in the London Borough of Barnet. The pre-school operates during term time from 9am to 2.45pm on Mondays, Tuesdays, Thursdays and Fridays and 9am to 12:30pm on Wednesdays. All children share access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and there are currently 36 children on roll. The pre-school is in receipt of funding to provide free early education for children aged three and four years. The pre-school currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs six members of staff and all 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:

- enhance the organisation of individual group activities to maximise learning, particularly for those children who may need additional support.

### Inspection judgements

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

Staff have strong knowledge and understanding of how children learn and develop and plan suitably challenging and fun learning experiences across the areas of learning. For example, children learn about shapes as they hunt for triangles in the environment and talk about how they can 'see a triangle on the roof of that house'.

The quality of teaching is good as staff carefully observe children and assess their individual stage of development in order to re-shape tasks and improve learning. They support children's language development well by providing running commentary and labelling objects children play with. Furthermore, staff use a number of strategies to continuously promote language acquisition, including giving children opportunities to act out stories and listen to and follow rhyming patterns and sounds as they sing songs. They also ensure children can see writing in the environment and have plenty of opportunities to practise early writing skills indoors and outdoors. Therefore, children develop good language and literacy skills and make good progress in their learning based on their starting points. This helps them to become ready for school. However, there are a few missed opportunities during group activities to extend learning by targeting the individual needs of children who need extra support more closely. This results in some children becoming disengaged in the activity taking place.

Children show high levels of independence as they happily choose their activities. Staff have high expectations of the children and promote high levels of play and exploration. For example, based on discussions about looking after plants, children decide to water the outdoor plants and staff support them by providing tools to enhance their learning. Therefore, staff know when to intervene and when to step back in order to allow children the time and the space to drive their own learning. As a result children have a great time at the pre-school and develop characteristics of effective learning.

Staff are proactive in seeking support from external agencies and work in collaboration with other professionals in order to ensure all children access the provision and support they need. There are good systems for early intervention in place, which means children, including those who have special educational needs, receive specific timely support that enables their progress and prepares them for the next steps in their learning.

Partnership with parents is excellent as staff ensure there is two-way communication to support children's learning. Parents contribute to initial assessments as staff gather detailed information about the children when they start attending. They also exchange daily information during drop off and collection times, through emails, display boards and through a private online system where parents can access children's reports and observations and can upload home observations too. Parents attend key person meetings, give input on planning and contribute to assessments including the progress checks for two-year-olds.

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

Children develop good bonds and parents comment on the welcoming and caring staff team. The key person role works well helping children settle into the pre-school. This is because they spend time with their key children and gather information from parents to ensure care routines are handled sensitively. For example, younger children happily go to have their nappy changed when it is time because staff speak gently to them through the process. Children who are new to the pre-school arrive at the setting happy and know their daily routines. This means children settle quickly, feel secure in the routines and with the staff, who support them.

Children throughout the pre-school demonstrate good levels of involvement in play. Children develop their physical skills as they ride tricycles, play in the digging area and practise balancing on the outdoor wooden structures. Other children choose quieter activities inside such as make-believe play in the home area. Staff are good role models, they use soft voices when they speak to the children and each other. Staff use polite words like 'please' and 'thank you', which children imitate as they share activities, for example, at tidy up time. Therefore, there is a calm and purposeful atmosphere, and children show motivation to learn as they choose between a wide range of activities inside and outdoors.

Staff have a good understanding of safeguarding and the welfare of the children and know

what to do if they have any concerns about a child. Staff are vigilant and are well deployed to supervise children's play. They prioritise the safety of the children by conducting daily risk assessments of the premises, including checking the toys children use to play with and the outdoor environment. Children develop a good understanding of safety as the staff remind them of the pre-school rules and talk to them as they participate in fire evacuation drills. At the same time, the outdoor environment promotes children's healthy understanding of risk and staff encourage them to explore the environment. For example, children confidently climb to the top of the climbing wall and know how to get down safely. Staff promote healthy lifestyles because children eat healthy lunch and snack provided by the parents and they access good levels of physical exercise on a daily basis. Children learn how to take care of their own personal needs and they take pride in being able to dress themselves to go outside. This has a positive impact in their self-confidence and therefore, children are being prepared for the next steps in their learning and going to school.

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

The manager has a strong understanding of the requirements for safeguarding and welfare of the Statutory Framework for the Early Years Foundation Stage. She leads the team effectively in monitoring and implementing the pre-school's policies and procedures for the benefit of the children's well-being. They understand their role in ensuring they follow correct procedures to inform Ofsted of any significant changes, in line with requirements. Safe recruitment procedures are in place to ensure the suitability of staff and all involved in the running of the pre-school. This includes completing enhanced Disclosure and Barring Service and suitability checks for every member of staff and members of the parents' committee. Additionally, there are robust induction systems ensuring that staff are familiar and have updated training on safeguarding children and health and safety aspects such as, first aid. There are ongoing supervision meetings, which ensure continuous suitability of staff, supports their professional development and has a good impact on the quality of provision.

Furthermore, there are rigorous systems for risk assessment in place, which start with completing daily checks of the premises and addressing any issues that may arise. The pre-school completes a general annual health and safety audit of the premises and regular fire evacuation drills take place which enable the pre-school to run smoothly and promote the welfare of the children. Therefore, the leadership and management of the pre-school effectively promote children's safety and well-being.

The manager has a good understanding of the learning and development requirements and has a drive for improvement. There are strong systems for observation, assessment and planning that inform staff's implementation of the educational programmes and their practice. They for example, use a software that allows staff to have ongoing exchanges of information with parents and a close overview of children's development. Therefore, the pre-school sees parents as partners and they provide key information for initial and ongoing assessments of each child. The manager monitors children's progress well and

the secure systems ensure that overall children are developing well, make good progress and are being prepared for the next steps in their learning. The pre-school offers further support for children and their families through the pre-school's links with external agencies, such as the local schools and children's centres. Therefore, good partnerships with other professionals ensure any gaps in children's learning are closing.

There are good systems for self-evaluation in place that allow the manager to identify strengths and weaknesses in their practice. They make sure they take into account the views of all accessing the pre-school, including parents, in order to create their development plan. Therefore, their provision is consistently being improved and partnerships with parents are strengthened. The pre-school receives practice support from the local authority's early years team and from the Pre-school Learning Alliance who complete annual audits of the pre-school. The manager's drive for improvement means they support staff's professional development and have a positive attitude to feedback, which they take on board in order to develop their provision for the benefit of 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 | 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>     | 147619                           |
| <b>Local authority</b>             | Barnet                           |
| <b>Inspection number</b>           | 952569                           |
| <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>      | 24                               |
| <b>Number of children on roll</b>  | 36                               |
| <b>Name of provider</b>            | St Andrew's Pre-School Committee |
| <b>Date of previous inspection</b> | 18/05/2011                       |
| <b>Telephone number</b>            | 0208 9581279                     |

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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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