

# St Edwards RC Pre-School Romford Ltd

Parish Hall, 5 Park End Road, Romford, RM1 4AT

## Inspection date

Previous inspection date

19/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

## The quality and standards of the early years provision

### This provision is outstanding

- Children form exceptionally strong bonds and emotional attachments with their key persons, which means they gain a highly positive sense of well-being and belonging.
- Children thoroughly enjoy their time at the pre-school. They are happy, confident, self-assured, highly motivated and eager to learn.
- Children with additional needs are exceptionally well supported as they receive individual support which ensures that any gaps in their learning are quickly closing and they make extremely good progress.
- Partnerships with parents and carers are exceedingly strong and they make an extremely important contribution to the provision of effective learning experiences for children.
- Security and safeguarding children are of paramount importance. The pre-school has highly effective strategies in place to ensure that all children are protected from harm.
- The leadership and management of the pre-school are a key strength in ensuring that the individual learning and development needs of all children are exceptionally well met.

## 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 activities in the playroom and garden.
- The inspector spoke with the manager, staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out a joint observation with the manager.
- The inspector sampled policies and procedures, staff's suitability records, risk assessments, children's development records and other relevant documentation.

## Inspector

Jenny Forbes

## Full report

### Information about the setting

St. Edwards Roman Catholic Pre-school Romford Ltd was established in 1976 and opened under new management in 2011. It re-registered in 2013 as a limited company and is privately owned. It is registered on the Early Years Register. The pre-school operates from a church hall in Romford in the London Borough of Havering. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school employs eight members of childcare staff, seven of whom hold appropriate early years qualifications. The pre-school opens four days a week during school term times only. Session times are from 9am until 3pm on Monday and 9.30am to 12.30pm Thursday and from 9.15am until 11.45pm and 12 noon to 3pm on Wednesday and Friday. Children attend for a variety of sessions.

There are currently 47 children on roll who are in the early years age group. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- help children learn where their food comes from and therefore expand their already exceptional understanding of the world, for example by reintroducing fruit and vegetable planting to the existing excellent gardening opportunities.

## Inspection judgements

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

Staff support's children's learning and development extremely well. They have an excellent knowledge of how children learn and of the requirements as set out in the Statutory framework for the Early Years Foundation Stage. This means that children's progress in all areas of learning is exceptionally good.

The confident and enthusiastic staff team work exceedingly well together and they receive excellent support from each other and the management team to promote extremely good outcomes for children. The quality of teaching is exceptionally robust and consistent throughout the pre-school. Staff and parents share assessments of children's starting points on entry to the pre-school to help them to ensure children make excellent progress from the beginning. Parents are actively encouraged to support their children's learning at

home to ensure continuity of learning within the pre-school. Staff liaise with parents, and any other professionals involved in their care, to accurately assess children's learning and to identify the next steps in their development. This results in children making very strong progress towards the early learning goals. Clear and concise records of children's progress inform detailed planning and activities tailored for their individual development and incorporating their particular interests. All children achieve outstanding progress because staff use their secure understanding of individual children's needs to provide stimulating and imaginative resources and activities to enhance their learning.

An excellent balance of child-initiated and adult-led play activities provide children with plenty of challenge and this encourages their natural curiosity to learn. Children are enthusiastic and highly motivated. They are eager to participate in the activities provided, and supported by staff they consistently demonstrate the characteristics of effective learning. For example, children help themselves to magnifying glasses and staff suggest they hunt for bugs. Staff help to lift heavy plant pots to join in the search. The children, eager to identify the bugs they find, excitedly compare them to pictures they see in a book to link their learning and experiences together in a highly successful way.

Staff constantly engage children in meaningful conversations and they use careful questioning techniques to encourage their thinking skills. For example, staff ask children open-ended questions about the shapes and sizes of the blocks they might need to enhance the house they construct. Children choose and think carefully as they decide how to balance the blocks to make sure their house does not fall down. Children's skills in mathematics and problem solving develop through activities such as this. They learn patience and determination and are exceptionally well equipped for the next stage in their learning and school.

The pre-school supports children's communication and language development exceedingly well as they learn in an exceptional language rich environment where words accompany pictures on interesting and informative displays. Staff read the books that children choose and many of them are factual books which help children to learn about the world. Children's curiosity and imagination are extremely well stimulated as they discuss the different types of dinosaurs they see in their books. Staff introduce new vocabulary as they read out the long names of different dinosaurs. Children learn how the dinosaurs grew from large eggs and now they are extinct. They learn also about the life cycle of a butterfly and compare the size of the eggs with those of the dinosaur. Children's physical skills are supported as they climb and slide on the indoor apparatus and run around outside. They make marks with their fingers in the sand and build castles to develop early writing skills. Children with additional needs receive extra support from highly skilled and caring staff who fully understand their needs. Children's personal, social and emotional needs are exceedingly well met as staff make sure that all children are included and are supported to learn to the best of their ability.

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

The highly effective key person system ensures that every child forms exceedingly secure bonds and emotional attachments. Children settle in quickly as staff are sensitive to their needs. They develop very high levels of self-assurance and confidence as they learn to share, take turns and cooperate with each other. Children's independence and confidence continually thrive through making choices and decisions with regard to their play.

Children develop superb self-care skills as they independently address their own care and personal hygiene needs. For example, they understand how to use the toilet independently and wash and dry their hands. The pre-school further promotes children's health through the provision of fruit and vegetables for snack time. Children learn about the food they eat and which foods are healthy though they do not always routinely have very good opportunities to plant and grow their own fruit and vegetables on a regular basis throughout the year. Such activities help to reinforce children's understanding of healthy eating and to further enhance their understanding of the world.

Staff follow children's lead and support them as they select their own play resources, enabling them to direct their own play. Resources are of an exceptionally high quality and are freely accessible to children as they are stored at their level. Cosy areas have been introduced where children can sit together to read books or engage in role play with their friends. Staff supply plentiful resources to promote diversity in the pre-school and children's cultures and festivals are celebrated to increase their understanding of the social world around them.

Staff provide a warm, welcoming, safe and stimulating environment where children thrive and are free to explore and use their imagination. Children with specific medical or dietary needs are safe because staff are extremely vigilant and ensure that children do not come into contact with foods that could harm them. Staff follow exceptionally robust and clear risk assessment procedures every morning to ensure the pre-school is safe and children are protected from any potential dangers. External doors are kept locked and only opened by staff so that children remain safe at all times. Parents must provide passwords if adults other than children's main carers come to collect them. Staff and children practise fire evacuation procedures regularly with children, so they know what to do should an emergency occur.

Staff are kind and caring and they are excellent role models as they lead by example. They use frequent praise and encouragement to raise children's self-esteem which promotes positive behaviour and enables children to flourish. Children have regular opportunities to play outside in the well-equipped outdoor area. Staff work hard to ensure that all the areas of learning are purposefully available for children outdoors as well as inside to extend their learning experiences. Children enjoy being out in the fresh air and seeing the daffodils growing from the bulbs they planted in the winter. Staff also take children out into the local community where they learn about the world around them and benefit from healthy exercise. Staff are enthusiastic and encouraging as they support children to take well supervised and measured risks as they develop their skills on the climbing frame. Children gain a very secure understanding of how to stay safe as they are gently reminded by caring staff to go down the slide properly and not push their friends. Children are emotionally well prepared for the next stage in their learning as staff reassure them with stories and role play. They take them to visit local schools which helps children

to become familiar with the school environment and routine.

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

Staff are extremely secure in their knowledge of safeguarding policies and procedures and they undertake regular training to keep themselves up to date so that children's welfare is protected. The pre-school has a policy restricting the use of mobile phones on the premises and all staff's mobile phones must be stored in the kitchen away from the children. Staff make certain that any visitors to the pre-school are closely monitored during their stay and their identity is checked, to help protect children. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a thorough induction programme into the pre-school's policies, routines and practices. All staff are subject to the appropriate background vetting checks, which helps to ensure that all adults working with children are suitable to do so. Staff management is of an exceptionally high standard, and a key strength in ensuring that staff meet all children's needs successfully at all times. All staff receive regular individual support and supervision. As a result, all staff share a strong drive for excellence.

The management team monitor the educational programmes and planning for children's development by conducting regular observations of staff's practice. Effective monitoring of the educational programmes and successful tracking of individual children's development, enables staff to identify any gaps in their learning, and to seek appropriate intervention and professional advice. Consequently children with additional needs receive comprehensive support. Key persons meet with parents to discuss children's progress on a regular basis. The staff carry out the required progress check for two-year-old children in partnership with parents and this helps to ensure that children continue to make extremely good progress. Children's continued development is closely analysed by the key persons to ensure that all children achieve their full potential.

High levels of consistency are maintained across the pre-school as staff support each other and there is exceptionally strong leadership. There is a robust self-evaluation process to which parents, staff and children actively participate. Clear and concise focused and detailed improvement plans mean that self-reflection and the continued development of the pre-school remains a high priority. Staff are passionate about their roles and ensure that the areas they are responsible for are extremely well planned and resourced inviting to encourage all children to take part. Highly successful staff deployment, along with strong adult to child ratios means that all children receive consistent and highly effective support in their play and their learning is extended and assured. All staff receive regular ongoing training, which is monitored to ensure it is effective and contributes to improvements within the pre-school. The local authority has chosen the pre-school as a beacon to others as they have recognised the high quality and outstanding practice delivered to the children.

Partnerships with parents are exceptionally strong. A parents' committee discusses matters relating to the pre-school and puts forward their views and recommendations for

its improvement. Parents work with their children within the pre-school on a parent rota and this helps to make them feel very included and welcome. Parents are actively involved in their children's learning and their views are extremely important to the staff to help them drive improvement in the outcomes for every children. Parents and carers speak especially highly of the care, kindness and friendliness of staff. They are full of praise for the successful way their children are learning. Extremely effective partnerships with external agencies and other professionals are secured to support identification of any concerns that staff may have regarding a child in their care. The management and staff work in close partnership with local schools to support children to become familiar with teachers and the new environment before they move into school.

## 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>	EY465711
<b>Local authority</b>	Havering
<b>Inspection number</b>	924554
<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>	26
<b>Number of children on roll</b>	47
<b>Name of provider</b>	St Edwards RC Pre-School Romford Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01708742353

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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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