

St Monica's Pre School

St. Monicas Pre School, Cannon Road, LONDON, N14 7HE

Inspection date	19/05/2014
Previous inspection date	01/05/2009

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

- Children are welcomed warmly by staff and other children so they feel valued and part of the group.
- The quality of teaching is effective and consistent in supporting children as they make good progress in their learning and development.
- Staff have a good understanding of how children learn through play, exploration and meaningful experiences with activities based on children's interests.
- Staff are well deployed so that children are able to move freely between the indoor and outdoor environment. This helps them to develop confidence to explore their surroundings and choose where they prefer to play.
- Staff promote effective partnerships with parents, which enables them to meet children's needs well.

It is not yet outstanding because

- Some staff are not as skilled as others in completing the written assessments on children's progress to ensure accurate and up-to-date information can be shared effectively.

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 observed staff and children in all areas of the nursery.
The inspector discussed the leadership and management of the nursery with the
- manager and undertook a joint observation of a maths activity in the outdoor play area.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector spoke to parents to gather their views.

Inspector

Catherine Greene

Full report

Information about the setting

St. Monica's Pre-School is owned by Bright Stars Nursery Ltd and registered in 2008. The pre-school operates from one large room in a scout hut in Southgate, in the London Borough of Enfield. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting is open from Monday to Friday, term time only. There are currently 61 children on roll. Children are in receipt of funding for early years education. The setting supports children with English as an additional language. The nursery employs nine members of staff. All staff hold appropriate early years qualifications. The pre-school also has a regular volunteer who works with the children.

What the setting needs to do to improve further

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

- improve the monitoring of staff practice to ensure the completion of assessment records are consistent to improve the sharing of up-to-date information.

Inspection judgements

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

Staff have a strong understanding of the learning and development requirements and children are making good progress towards the early learning goals. Staff know the children well and they use this knowledge effectively to further support them in their development.

Staff complete the required progress check for two-year-old children to monitor their progress in the key areas of development. They identify children's starting points and complete observations and summaries of development in the children's learning journals. These generally show what children know and can do. This helps staff to identify the children's next steps in learning and monitor their progress. However, although staff know individual children well, the written assessment systems they use for identifying gaps in children's learning do not always fully reflect this. This makes the sharing of information less effective.

Staff encourage children to move freely around the room, helping themselves to resources that interest them. Children have fun and are learning successfully through play. A current interest is for dinosaurs with children exploring the many different varieties of dinosaur with the staff. Staff actively join in with the children as they find the dinosaurs that are hidden in the sand and soil mixture. This gives children much enjoyment and they benefit from the interaction with staff. Staff give consideration to ensuring that planned group

activities for children at various stages of development are effectively adapted to extend their learning. Structured football and dance sessions outdoors are well balanced with children's free access to outdoor play.

Staff promote communication and language well with children. For example, they introduce new words and repeat them. This extends children's vocabulary. They ask children how many shapes they need when making the pattern of scales on their fish collage. This makes children think, focus and develop their communication and mathematical skills. In addition to this, staff encourage children to sound out the initial letters when they are introduced to the names of items of interest. This effectively encourages the children to begin to use new words.

Children's imagination is fostered as they engage in role play, using the home corner accessories to make tea for the staff and their friends. This shows how they are developing a caring attitude towards others. Staff provide opportunities for children to become more independent and make their own choices. They make sure they are sitting with the children at their level and as a result of this positive practice, children's development is well supported. This provides a solid base for future progress as they move onto school.

Parents are kept well informed about their children's progress and are encouraged to support and share information about their child's learning and development at home. They are invited to comment on their children's progress. Staff value parents' input and this promotes continuity of children's care and learning.

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

Children are happy and content as they are cared for by enthusiastic and caring staff. The key-person system means that children get to know staff well during a gradual settling in process. This provides children with a smooth transition from home as they settle into nursery. Staff are skilled and sensitive in helping children form secure emotional attachments, which provides a firm base for their developing independence and exploration. Children who have been at the nursery for a while, are well prepared to make the move to school. Staff are good role models and their warmth and kindness helps children develop a strong sense of security and belonging.

Staff gather information about children's development when they first begin and record this in a diary system. Detailed records contain information about their personal care needs, such as their health and dietary requirements. This means that staff are well informed from the start, and able to meet children's individual needs. Staff value the individual backgrounds of children and as a result they know each child well, including any additional languages children speak. Children have good opportunities to learn about their own culture, and that of others. Staff acknowledge cultural festivals and explore the customs and beliefs of others. They enable children to join in with celebrations in the local community and with the closely linked primary school.

Staff are deployed well and focused on maintaining a safe and secure environment for children. Children are learning to behave in safe ways because staff reinforce good safety practices. They take part in fire drills and learn sensible safety rules. Children are reminded that they must not walk around with scissors because of the potential hazards to themselves and others. Children enjoy opportunities to explore the natural world around them when playing in the large garden that surrounds the nursery. In the garden, they use resources safely. For example, they know that only one person at a time can balance on the wooden logs so they take it in turns. Children play outside with resources such as bikes that provide fun and challenge. They use the garden in all weather. As well as benefiting from regular fresh air and exercise, staff encourage children's physical skills. Children begin to develop an awareness of the natural environment as they explore the outdoors. They dig for fun around the borders of the tree and plant herbs and vegetables that they can harvest in the growing area.

Children's understanding of a healthy lifestyle is promoted well. Staff encourage children to help set the tables for lunch and parents provide children with a range of healthy packed lunches. Individual dietary needs are carefully catered for and children really enjoy the sociable atmosphere of lunchtime. Staff hold certificates in food safety so they know how to safely prepare and store food. As part of the routine, children are encouraged to wash their hands before eating this helps them to understand self-care routines. Procedures are in place to ensure children receive attention in the event of an accident or illness. All staff hold appropriate first aid qualifications and first aid training is updated by all staff every three years. Medication and sickness policies and systems for administering medication are firmly established and agreed by parents.

Children behave well because they are busy and absorbed in their play. Staff focus on positive behaviour and give children lots of praise and recognition for being helpful, kind and cooperative. This supports children to show consideration. For example, they are keen to help at lunch time and they use polite language with staff and each other. Staff are very clear and direct with children talking to them and explaining why certain behaviour is unacceptable. Staff are good role models. They are caring in their manner and communicate with the children very positively. Children are given lots of encouragement to promote their confidence and self-esteem and this prepares them well for their future learning.

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

The inspection took place following a notification from the provider of an accident involving children, which required medical treatment. The provider and manager have reviewed their procedures and already made the necessary adjustments to ensure this does not happen in the future. These actions demonstrate a positive attitude to making improvements. As a result of the inspection findings, Ofsted does not intend to take further action on this occasion.

Staff confidently discuss their roles and responsibilities to safeguard children. They are

fully aware of the safeguarding policies and procedures, and how to work in partnership with parents and outside professionals in the interest of promoting children's welfare. Staff understand the procedures to follow to manage children's behaviour or if they should they have a concern about a child. The clear safeguarding policy includes procedures to restrict the use of mobile 'phones. Furthermore, there are procedures for effective recruitment to check that staff are appropriately vetted and qualified. The manager has a commitment to ongoing training and staff are encouraged to develop their knowledge and understanding of child protection guidance and knowledge of learning, development and teaching practices.

Children's safety is protected well. For example, comprehensive risk assessment records are maintained and these are supported by daily visual checks of resources and the environment. A range of safety measures add to children's safety. For example, new fencing and gates have been fitted in the garden. Any accidents involving children are promptly recorded and parents are suitably informed of the accident with details of the care their child received. All records are stored with good regards to confidentiality. The nursery premises are secure and children are only released into the care of authorised individuals. Required adult to child ratios are exceeded and all adults working in the setting are appropriately vetted. Staff qualifications are well maintained and there are effective arrangements in place for times when key persons are not present. A regular volunteer supports staff and is able to be there at key times, such as during lunch time to ensure this is organised well for children.

Staff demonstrate a good knowledge and understanding of the requirements of the Early Years Foundation Stage. All staff are involved in the monitoring of the educational programme and the evaluation of the planned activities. They attend regular team meetings where staff can bring ideas and solutions to be discussed. However, systems to monitor the consistency of children's assessment records are less successful.

The continual review of self-evaluation in order to maintain the strong practice of the nursery is an area for ongoing development. The nursery has the required policies and procedures that are reviewed in line with changes and as a result of action plans following any specific incidents. The manager is working closely with the provider, human resources manager and independent advisors. She has taken positive steps towards developing strong leadership and management within the nursery.

The manager takes a proactive role in establishing effective working partnerships with parents and other professionals. Parents make many positive comments in their reference letters. One parent comments that she has been 'extremely pleased with the level of care and attention that the staff have shown her children'. She says this has had a positive impact on their development and that she looks forward to her youngest child joining the nursery in the future.

Effective partnerships with local schools ensure children are ready for school. Attendance at groups held for children and parents this year has increased the involvement and confidence of parents and carers in getting their children ready for school. The nursery is directly next door to a primary school. There are well-established links with the school and

an established partnership with families of children who attend the nursery and school.

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	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

Unique reference number	EY381558
Local authority	Enfield
Inspection number	974806
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	61
Name of provider	Bright Stars Nursery Limited
Date of previous inspection	01/05/2009
Telephone number	02088879217

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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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