

St Andrews Pre School

Malvern Avenue, Harrow, Middlesex, HA2 9ER

Inspection date

03/07/2014

Previous inspection date

17/10/2013

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

- Partnership with parents is a key strength for the pre-school. Staff fully value the role of parents and provide numerous opportunities for parents to be involved with their child's learning and development.
- A well-established key-person system helps children to form secure attachments and this promotes their well-being effectively.
- The manager oversees and supports staff well in meeting the requirements of the Early Years Foundation Stage, and encourages staff to access further training to support their professional development.
- The manager oversees and supports staff well in meeting the requirements of the Early Years Foundation Stage, and encourages staff to access further training to support their professional development.
- The strong links with other professionals underpins the staff's knowledge in planning individual programmes to support children with special educational needs and/or disabilities.
- Staff use observations of children's progress to plan for children's individual needs. Children, therefore, make good progress in their learning and development.

It is not yet outstanding because

- Small group times are not organised effectively enough to sustain children's listening and attention skills.

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 activities in the three playrooms and the garden area.
- The inspector had discussions with the manager throughout the visit.
- The inspector sampled children's information and development records.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector and manager discussed observations of staff practice.

Inspector

Jennifer Devine

Full report

Information about the setting

St Andrews Pre-School 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 a small garden for outdoor play. The pre-school is open Monday to Friday from 9am to 12 noon, during school term-times only.

There are currently 52 children on roll. The pre-school is funded to provide free early education for two, three and four-year-old children. The pre-school is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs 15 staff, of whom 14 staff hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- improve the small group times to give a focus on developing children's listening skills to help them learn about how to give their attention to what others are saying.

Inspection judgements

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

The whole staff team have a good understanding of the Early Years Foundation Stage. Overall, they are secure in their knowledge of how to promote the learning and development of young children. Staff have a good understanding of observing children's progress and have useful planning systems in place to ensure children's individual needs are provided for. Children, therefore, make good progress in their learning and development. Children's individual learning profiles are maintained well and contain information from parents on their starting points, an initial settling in and baseline assessment by the key person and tracking documents to support future plans for each child. The learning profiles are also complemented with many photographs, which show the range of activities the children are experiencing. In addition, parents also provide family photographs which show the strong partnerships between them and the staff.

Overall children are supported in their language and communication skills because staff listen and ask questions during tasks to improve learning. Children enjoy group activities during the morning where they come together for story or singing times, and to share any news. However, children begin to lose interest, become restless and all try to talk at the same time. This is due the staff not fully planning the best ways of encouraging children's listening and attention skills.

Staff set up the playrooms in the morning and ensure there is a broad range of interesting activities which promote all areas of learning. Children arrive and settle down quickly exploring the environment and choosing their play. Children thoroughly enjoy constructing and work imaginatively together building some intricate towers with large construction bricks. A small group of children also play harmoniously together making up the train tracks, negotiating where to place the pieces and then taking turns to drive the trains around the tracks. This supports their mathematical awareness and social skills. Children enjoy exploring the writing areas and spend extended time using the pencils and paper. They enjoy making marks and using scissors to cut out their pictures and enjoy making their own envelopes where they place their cut out pictures. This demonstrates children are developing their literacy skills well, as well as their hand muscles in readiness for writing.

Children have regular daily access to the garden and although this is done on rota basis, as the garden is relatively small, all children enjoy time spent outside. They thoroughly enjoy releasing their energy as they pedal the tricycles, and run around and enjoy playing football. The garden is generally well resourced and children can investigate and explore the natural environment. Children learn about the outdoor environment as they take part in digging and planting activities, learning about the importance of caring for the plants everyday.

Children who speak English as an additional language are supported well as staff obtain key words in their home language to help children settle. In addition, a number of staff speak additional languages and can provide reassuring words to children. There are highly effective systems to support children with special educational needs and/or disabilities. Key persons support children's individual learning needs well, offering one-to-one support to encourage the development of particular skills. In addition, the pre-school has excellent links with other professionals, such as the Portage team, who work closely together and enrich children's progress.

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

The key-person system is embedded into the staff's practice and results in good relationships being established with parents from very early on. This supports children to settle quickly. Parents complete an 'all about me' form prior to their child starting and this provides the key person with useful information to help the settling-in time. Children arrive happily to nursery and confidently wave good bye to their parents or carers. Children have developed good warm relationships with the kind and supportive staff.

Children's personal social and emotional development is fostered well; children have formed some good friendships and play well together. Children show kindness and understand about taking turns. Staff manage children's behaviour well as they use effective strategies to deal with any minor issues. For example, they talk calmly and encourage children to sort out disagreements by talking to each other, reminding them to apologise if they do hurt their friends.

Children learn about healthy lifestyles and follow good hygiene practices such as using disposable hand towels when washing and drying their hands before snack or after toileting. Children are provided with a healthy snack from home and sit down together making this a social time. Parents are provided with useful information when starting about the benefits of providing healthy foods and this demonstrates the good partnership working in place. Drinks of water are always available and children know they can help themselves to a drink as they wish.

Children's safety and well-being is given high priority as they play in a safe and secure environment. Children are learning to take full responsibility for their own safety and the safety of others, and are able to move around the pre school safely, confidently and independently. They learn the rules of the pre-school, such as not running indoors. Children's safety is further protected by the staff's good understanding of appropriate supervision both indoors and outside. The pre-school has effective security systems in place whereby a member of staff stands at the front door at the beginning and end of the session to prevent any children leaving alone. Any visitors are required to show their identification and sign the visitors' book.

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

The provider/manager and staff team fully understand the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff understand and implement the pre-school's policies and procedures consistently. Suitable recruitment and vetting procedures are in place to check the suitability of all adults employed by the pre-school. Staff know and understand their responsibilities for safeguarding and understand the procedures for reporting any concerns. The pre-school ensures that all staff have regular training on safeguarding and this ensures they are confident in all aspects of keeping children safe and secure during their time at the pre-school. Staff manage children's behaviour appropriately and use suitable strategies to deal with any minor issues that may occur. Clear risk assessments cover all aspects of the premises so that staff keep children safe. All of the staff have a first aid qualification which means that they are able to respond to children's needs in the event of any emergency occurring. All required documentation for the safe management of the provision and written permission forms in relation to the pre-school arrangements are in place and appropriately maintained.

The registered provider/manager is committed to continually monitoring the pre-school and how staff are working. She recognises and values the importance of self-evaluation and reflecting on practice issues. Staff are supported well by suitable systems for supervision and identification of their training needs. Staff are enthusiastic to continually up date their professional knowledge and this has a positive impact on the children's learning and development.

Partnerships with parents are embedded in to the pre-school ethos. Staff place value in ensuring that parents develop a sense of belonging to the pre-school and can contribute

to the well-being of their children. Parents are provided with a range of information to ensure they are well informed about how the pre-school operates and they are kept informed about their child's progress, achievements and daily experiences. Parents are welcomed into the pre-school when they drop off their child in the morning and when they collect them later on. They also participate in many events, attending various workshops which provide useful advice to parents on issues such as healthy eating. Comments from parents indicate they are very happy with the service provided. A number of parents have used the pre-school with older siblings of their children and comment they would not go anywhere else. The pre-school is very much part of the community. Staff share good relationships with the local schools and other professionals which supports children's continuity of care and transitions well.

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	509031
Local authority	Harrow
Inspection number	980683
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	52
Name of provider	St. Andrew's Pre-School Committee
Date of previous inspection	17/10/2013
Telephone number	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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