

# St Lawrence Church Pre-School

Hillhouse C of E Primary School, Ninefields, Waltham Abbey, Essex, EN9 3EL

## Inspection date

06/11/2014

Previous inspection date

10/12/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 maintain effective assessment and planning routines for children. They identify their starting points and continuously support their progress through purposefully planned activities.
- Teaching is good because staff provide children with opportunities to develop their skills in the seven areas of learning. They closely monitor children's learning and development to ensure their readiness for school.
- The key-person system is effectively implemented. Staff invest time in playing with children and have great knowledge of their needs. Consequently, children are happy and settled in a secure environment.
- Staff have a good understanding of the safeguarding and welfare requirements. They are aware of the steps to take to keep themselves and children safe.
- Staff participate in induction, supervision meetings and appraisals. They benefit from regular training to implement in practice for the benefit of children.
- The manager consults parents, staff, children and the local authority to effectively enhance practice. This demonstrates good capacity for continuous improvement.

### It is not yet outstanding because

- Staff do not fully engage parents in sharing ongoing information about their children's home learning. Consequently, children do not fully benefit from continuous support between home and pre-school.

## 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 and interacted with children throughout the inspection.
- The inspector held discussions with staff and conducted a joint observation with the manager.
- The inspector viewed the indoor and outdoor play areas.
- The inspector looked at the evidence of suitability of members of staff, and their qualifications and training certificates.
- The inspector looked at a selection of documents, such as children's individual assessment and planning records. She analysed the implementation of policies and procedures in practice, including the safeguarding procedures.
- The inspector took account of the views of parents in written questionnaires and feedback notes.

## Inspector

Karinna Hemerling

## Full report

### Information about the setting

St Lawrence Church Pre-School was registered in 2002 and is on the Early Years Register. It operates from a fully-equipped classroom within Hillhouse C. of E. Primary School in Waltham Abbey. There is an enclosed area available for outdoor play. The pre-school serves the local community and is accessible to all children. It opens Monday to Friday, term time only. Sessions are from 8.45am to 11.45am. The pre-school offers afternoon sessions on Tuesdays and Thursdays, from noon to 3pm. Children attend for a variety of sessions. There are currently 27 children attending, all of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs six members of childcare staff who work directly with children. Of these, five are qualified at level 3 and one holds a teaching assistant qualification. The pre-school works closely with the local authority advisory team.

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

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

- strengthen the existing strategies to ensure staff regularly obtain information from parents about children's interests and skills at home, in order to maximise the continuous support for their learning between home and pre-school.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements and implement them in practice well. Since the last inspection, they have developed new assessment and planning routines with the support from the local authority advisor to ensure procedures effectively promote children's learning and development. Staff obtain information from parents about their children's interests and skills when they first start and organise their experiences at the pre-school according to their preferences and abilities. They start children's assessments as soon as they start attending and gather evidence of their learning and development through observations. Staff use approved child development guidance to identify children's next steps of learning and plan activities to support their progress. Staff plan purposeful activities to meet the needs and interests of children. For example, staff identify that some children enjoy playing ball games and that they are very interested in other children's play. However, they are not confident when playing in larger groups. Staff effectively plan a range of activities to encourage children to play together and share. There are very good procedures to support children who speak English as an additional language. Staff obtain from parents words in children's home languages and effectively use them to communicate with children. They organise language

groups and use visual aids to facilitate learning. Staff provide great support for children with special educational needs and/or disabilities. They conduct robust assessments, create individual educational plans and maintain good links with outside professionals to ensure all children are supported in their learning and development.

Teaching is good because staff organise opportunities for children to develop their skills in the seven areas of learning. Children's assessments and planning effectively monitor their skills to ensure their readiness for school. For example, staff engage children in daily routines and nominate daily monitors, for example, the book monitor who is responsible for organising books and book area for the day. Staff allow children time to play and children play in large and small groups, on their own and with staff. They provide a good balance of adult-led and child-initiated opportunities. For example, children explore the interest table, where acorns, leaves and other natural resources that represent the autumn season are displayed. They look at each item with interest, refer to books about the theme and explore independently. Nearby, staff reinforce this learning as they enthusiastically read to children about the autumn. They teach children to use descriptive words, such as smooth, crackly, soft, prickly and rough to enhance their language and communication. The educational programmes for children provide them with a variety of experiences. For example, children have free play time and participate in group discussions, reading, singing and key group sessions. The learning environment is effectively organised and staff are excellent at encouraging children to think and solve problems. For example, children self-register when they arrive at pre-school and again for snack. They find their name and identify if there are chairs available at the table. When children finish eating their snack, they count and inform their peers of how many children can have their snacks next. Children benefit from freely chosen opportunities to access the garden and this enhances their learning and independence. They are involved in making their own decisions and sharing their ideas and thoughts. Children learn through play and staff effectively challenge them to ensure they make good progress towards their next steps in learning, such as school.

The partnership with parents is promoted from early days. Staff involve parents in collaborating to identifying their children's starting points and every term they receive a summary report of their children's learning and development. Staff effectively conduct the progress check for children aged between two-and-three years in partnership with parents. However, staff do not fully engage parents in sharing ongoing information about their children's home learning. Therefore, children do not fully benefit from a continuous support between home and pre-school.

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

Staff are very welcoming and children demonstrate that they are very happy at the pre-school. They tailor settling-in sessions in partnership with parents to ensure children's emotional well-being is supported from early days. Children are comfortable and independent. For example, they select with enthusiasm activities they wish to participate in. Key-persons and staff create strong bonds with children and give them full attention during conversations and discussions. They provide them with great opportunities to play, learn and have fun. For example, staff encourage children to create a picture representing

fireworks, providing them with a wide range of paints, pots and bottles. Children freely explore and creatively use the resources available to create their art work. Children delight in the activity and celebrate their final work in the pre-school display, what makes them feel proud. Staff effectively engage children in learning about fireworks safety and children actively describe their previous experiences with fireworks. They develop great social skills as they share and learn from one another. Key-persons ensure children's individual needs and requirements are prioritised in the daily routines. They maintain good partnerships with parents in relation to children's care needs and routines. For example, staff gather information about children's dietary requirements, likes and dislikes, to ensure they can support the individual needs in practice. Parents receive daily verbal feedback from staff and share aspects of their children's daily needs whenever necessary. For example, key-persons ensure children receive additional attention, comfort and cuddles when they are having a bad day. They promptly adapt their routines to meet the needs of children. For example, if children need a rest or prefer to play quietly, staff ensure their needs are met. Children develop a sense of trust towards staff, who are great role models of positive attitude and behaviour.

Children behave well and have a good understanding of the pre-school rules, which they learn during group discussions. For example, children learn to respect each other, to take turns and to listen to adults and their peers. Staff effectively support children's understanding and allow them time to think and act. For example, before group discussion children receive the five minutes' notice to tidy up toys. Staff participate in this routine with the children and they work together. Children learn to take risks and about personal safety throughout their time at the pre-school. For example, children paint fireworks, learn about the dangers of it and how to keep safe during fireworks displays. Children access the garden, toilets, activities and initiate their own play. Staff very effectively monitor and guide children to ensure they make safe choices. For example, children choose to use scissors to cut recycling material and independently reach for scissors and resources at the art table. They understand the importance of holding scissors appropriately and remind each other to sit on the chair while cutting. Children happily explore the play areas available to them. Staff organise special visits from the firemen and policemen to embed children's learning about people who help us and to teach them about their community. This practice has been reinforced since the last inspection and currently the pre-school effectively implements the community theme in the educational programme and resources available for children to maximise their learning. Staff encourage children to play together and to challenge their own skills during play. For example, they support children to balance, to kick the ball and to walk on stilts. Children develop their physical skills and learn to follow instructions as they play. There are excellent links with the local school. Teachers visit children at the pre-school and children regularly visit children, staff and teachers at the school, especially during outdoor play time. Children of all ages are maturing well as they learn to attend to their own personal needs and to play together.

Children learn to be healthy as staff effectively teach them about their personal needs and how to take care of their own hygiene. For example, children independently wipe their noses, wash their hands and use the toilet. Staff provide them with healthy options during snack time and effectively promote their independence before and during mealtimes. For example, children help staff to set up the snack table, they wash their hands and approach the table independently. Children choose their plates, cups and self-serve during

meals. They pour their drinks into their cups and clear the table once they finished eating. Children are very good at listening and staff praise their achievements. Staff maintain consistent practice of teaching children good manners and this is clearly seen in practice. Children benefit from the opportunities they have to experience different weathers and staff encourage them to move their bodies, in order to keep fit. For example, children learn to dress and undress their jackets, shoes, hats and scarves so they can decide on what they need to keep warm and comfortable when playing outside. These are also good independence skills in preparation for school. The pre-school is well-resourced and provides children with a variety of opportunities to extend their imaginative and physical play. Staff effectively adapts activities and the layout of the room to meet the needs of children who attend the setting. They have a great understanding of child development and promote a very inclusive practice.

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

All staff have a good understanding of their roles and responsibilities under the safeguarding and welfare requirements. The set of policies and procedures is effectively shared with parents and staff during their induction with the pre-school, including the safeguarding policy. The manager ensures everyone involved with the pre-school understands the commitment of staff in promoting children's well-being and protecting their welfare. There are robust procedures in place to ensure staff are suitable to work with children. The manager records evidence of staff suitability, training and qualification. She maintains a well-documented practice and works closely with designated members of staff to ensure all staff are supported in identifying and supporting the needs of children. For example, designated staff for safeguarding and the special educational needs and/or disabilities coordinator work closely with the local authority and outside agencies to protect children and support staff. Staff conduct effective risk assessment checks to ensure children are able to explore the environment safely. They are very conscious of children's safety and effectively risk assess the equipment, toys and resources used by children. All staff participate in safeguarding, first aid and child protection training to ensure they are confident in detecting, recording and referring any concerns they may have. The pre-school committee members participate in the management of the pre-school. They maintain regular meetings with staff and parents to ensure the practice reflects the needs of children in their care. Children benefit from the secure environment created for them to learn and develop their skills according to their individualities.

The manager ensures staff maintain regular observations, assessments and planning for individual children. She monitors the comprehensive procedures to ensure the educational programme is meaningful to children. The manager and her deputy routinely review children's learning journals to evaluate activities and to monitor children's learning. They track children's development and analyse their progress each term. Staff have a very good understanding of the needs of children attending the pre-school. They often participate in training to extend their knowledge and to learn new skills, in order to further implement practice. Staff participate in regular team meetings, supervisions and appraisals. They have good opportunities to reflect on their practice with the manager and as a team.

The partnership with parents is promoted well. Staff regularly share with them relevant information about different aspects of practice. For example, parents receive regular newsletters, hold daily discussions with staff and are consulted through regular questionnaires. Staff maintain an informative display to share with parents information about practice and government initiatives locally available to them and their children. Staff maintain strong links with the local school, children's centres and local authority advisory team, who actively contribute to the pre-school practice and continuous improvement. The manager effectively implements new procedures and engages staff and parents in reflecting on the services provided to children. Together, staff and managers complete and review the Ofsted self-evaluation form to continuously enhance practice and outcomes for 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY218787
<b>Local authority</b>	Essex
<b>Inspection number</b>	962724
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of provider</b>	St Lawrence Church Pre-School Committee
<b>Date of previous inspection</b>	10/12/2013
<b>Telephone number</b>	01992 719594

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## Type of provision

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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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