

St Thomas' Pre-School

Marriott Hall, Church Road, Noak Hill, Romford, Essex, RM4 1LD

Inspection date	07/01/2015
Previous inspection date	24/11/2009

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

- Staff offer children a wide range of learning opportunities which promotes their good development in all areas.
- Staff have established effective professional relationships with parents, which benefits children's progress well.
- Staff work strongly with children to meet their individual needs so that they achieve well from when they start at the pre-school.
- Staff's development of the two-year-old play room helps younger children progress effectively.

It is not yet outstanding because

- Staff miss opportunities to offer children exciting learning opportunities outside all year round.

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 examined a range of documents including children's and staff's files.
- The inspector undertook a joint inspection with the manager.
- The inspector spoke to children and a number of parents during the inspection.
- The inspector carried out discussions with the manager and staff throughout the inspection.
- The inspector observed staff and children engaged in activities during the inspection.

Inspector

Caroline Preston

Full report

Information about the setting

St Thomas' Pre-school opened in 2006 and is one of two settings run by a private partnership. The pre-school operates from the church hall behind St Thomas' Church, set in a rural location in Noak Hill, Romford, in the London Borough of Havering. All children share access to a secure, enclosed, outdoor play area. The pre-school opens Monday to Friday during school term times. Session times are from 9.15 am until 2.15pm Monday to Thursday and 9.15am to 12.45pm on Friday. There are currently 34 children aged from two to five years on roll. Children aged two, three and four years receive funding for free early education. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities. This pre-school is registered on the Early Years Register. The pre-school employs seven staff, all of whom 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:

- extend the learning opportunities for children outside.

Inspection judgements

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

Children make good progress from their starting points. This is because staff provide children with a wide range of good learning experiences. Staff observe and assess children in detail and continuously plan for their future progress and goals. Therefore, children learn quickly and skilfully and are eager to play when they arrive. Staff offer children small programmable handheld computers so that children learn to competently operate and learn about technology. Children learn to share, wait, take turns and follow instructions. Staff offer children good opportunities to develop their early literacy skills. They read to children in small groups, and provide many interesting books and a cosy area for children to sit and read. This encourages children to hold books and turn the pages as they discuss what they see in the pictures. Staff provide interesting art activities which develop children's creativity. Children handle many different materials such as tissue paper, feathers and glitter. Staff encourage children to follow their own thoughts and ideas, for example, as they make their own pictures using glue. Staff teach children familiar nursery rhymes and songs so that children learn to sing confidently and clearly. This also helps children to develop their language skills as staff provide good models of language. Staff teach children social skills during circle time and mealtimes. Staff provide pens, pencils and paper, motivating children to make marks and learn to write their own names. Staff provide construction toys and small world toys such as interlocking shapes, farm animals and cars. This motivates children to try things for themselves as they build and act out

scenarios on the farm and at the garage. Staff provide good opportunities for children to learn mathematics. They make good use of resources such as small counting bears and weighing scales and sing number songs. Staff provide effective learning experiences in the garden, children enjoy physical play. However, staff miss opportunities outside to extend learning experiences in all areas all year round.

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

Staff help young children to settle effectively, building children's confidence and self-motivation. Staff are good role-models. They are kind and respectful towards children, so children are happy. Staff know the children well. They understand their backgrounds and have built good relationships with their parents and carers. This all contributes to children's well-being and continuous good progress. Staff teach children about safety well, so that children understand how to keep safe in the pre-school and outside. For example, staff teach children about road safety and carry out regular fire drills with them. Staff teach children about appropriate behaviour rules, which means all children behave well. For example, staff use picture cards with written words of good behaviour such as sharing. This also helps children with special educational needs and or/disabilities understand behaviour rules. Staff also give children reward stickers and praise for good achievements. Staff teach children effectively about diversity which means children develop positive attitudes towards others. They celebrate different festivals with children, and offer play resources reflecting positive images of others. Children learn about the importance of good hygiene practices. Staff reinforce the importance of washing their hands before and after meals and after using the toilet. Staff teach children to dress and undress so that they can manage their own personal needs well. Staff provide children with healthy snacks and drinks such as fruit, brown bread and cereal. They provide daily outdoor play so that children can exercise well and enjoy fresh air. This helps children learn about the importance of healthy lifestyles. Staff have established good links with local schools, sharing children's progress with them. This helps children settle into full-time education effectively. Staff provide a good range of resources, which helps children develop in all areas of learning.

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

Effective leadership and management of the pre-school ensure that all children make good progress in their learning and development. The provider understands her role and responsibilities in meeting the requirements of the Early Years Foundation Stage. Strong monitoring of the educational programme means that any gaps in children's development is identified and managed effectively so that all children progress well. The manager undertakes regular supervision of all staff and they are offered opportunities for further training. This consistently supports staff progress in their professional development, benefitting the children. Good systems are in place for the recruitment of staff. For example, all staff are appropriately vetted to ensure their suitability before working with the children. Staff are knowledgeable about the pre-school's safeguarding policy so they

are able to identify and report any concerns immediately. Staff carry out detailed risk assessments so that any hazards to children are identified and removed. This includes outdoors and trips. The manager carries out regular self-evaluation of provision, which is effective in driving improvement. For example, younger children now use a separate playroom for a period of time in the morning when staff provide a more tailored learning programme for their age group. The manager has improved the planning by evaluating and developing the pre-school's continuous provision planning. This means staff offer improved learning experiences for children in all areas. Staff have established good professional links with external agencies so that children's individual needs are met and they have equal access to learning opportunities. Staff have strong relationships with parents which means children's needs are met well. Staff speak to parents daily, provide regular newsletters, and termly meetings to discuss their child's progress. This means that parents are kept up-dated about their child's achievements and are invited to continue the learning at home. All of which improves 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

Unique reference number	EY331699
Local authority	Havering
Inspection number	828178
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Mrs Linda Hayter and Mrs Jacqueline West Partnership
Date of previous inspection	24/11/2009
Telephone number	07758 348 231

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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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