

Elgin Pre-School

Community Centre, Harrow Road, London, W9 3RS



Inspection date

7 May 2015

Previous inspection date

24 February 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Assessments are not always consistent or precise, particularly during times of change within the staff team. As a result, children's learning experiences are not always tailored to meet their individual needs and some activities lack appropriate levels of challenge.
- Some large group activities do not always take into account the differing ages and levels of attainment of each child. Therefore, some children become disengaged.
- The management does not always monitor staff practice fully effectively to ensure the learning needs of individual children are consistently met.

It has the following strengths

- Children's self-help skills and independence are well promoted through daily routines. This helps prepare children for the next steps in their learning.
- Older children enjoy a range of activities, which help them to develop early writing skills. This supports school readiness.
- Staff are positive role models and talk to children gently when dealing with any unwanted behaviour. Therefore, children behave well, according to their age.
- The partnerships with parents work well in helping children settle into a new environment and in making links with other professionals.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching to ensure staff complete regular and precise ongoing assessments of all children's learning, so that the planning of activities fully meets their needs.

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

- enhance the monitoring of staff practice to provide a more consistent approach to tracking and supporting individual children's learning and progress
- adapt group activities to make sure these closely consider the different ages and levels of attainment of all children, to give them the best possible learning experiences.

Inspection activities

- The inspector had a tour of the premises with the deputy manager and observed children's activities indoors and outside.
- The inspector took account of the views of parents.
- The inspector carried out a joint observation with the deputy manager.
- The inspector sampled children's records and other key documentation.
- The inspector held a leadership and management meeting with the provider.

Inspector

Carolina Montesinos

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children access a range of activities, which staff use appropriately to promote learning and exploration across all the areas. Staff offer a suitable mixture of child-initiated and adult-directed activities. As a result, children are generally engaged, enjoy learning through play and most children make steady progress. However, the quality of teaching is variable as staff do not consistently assess all children's learning and do not always plan precisely to ensure children's individual needs are met at all times. Additionally, the organisation of some large group activities does not always take into account different ages and needs fully. As a result, some children lose interest and this hinders their individual care and learning experiences. Staff encourage parents' involvement in children's learning through completing and sharing progress checks for two-year-old children and through sharing children's e-profiles, as part of the termly key-person meetings.

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

Staff work well with parents and offer sensitive support to children as they first start attending. As a result, children settle quickly, learning to confidently choose their activities and manage their personal needs. For example, all children have a coat peg and learn to put on their coats to go outside. Children also set the table for lunch and pour their own drinks. However, at times activities are not tailored to meet children's individual needs and do not provide appropriate levels of challenge to each child. This means not all children are motivated and fully engaged. Nonetheless, the atmosphere is calm and children learn to play cooperatively. Staff work well with parents in order to provide healthy meals and ensure children access fresh air and physical exercise every day. Children learn to stay safe and staff remind them of the pre-school's rules through songs.

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

The managers have a sound understanding of the safeguarding and welfare requirements. Recruitment systems are secure and help to ensure all staff have completed suitability checks. The management provides staff with up-to-date paediatric first-aid and safeguarding training. This means staff have the knowledge and skills to respond appropriately to emergencies and any concerns about a child. The management takes account of the views of the staff, parents and children in their self-evaluation. However, monitoring of practice is inconsistent as the managers do not always focus enough on the quality of teaching, particularly through changes in the staff team, which results in inconsistencies. Staff make suitable links with local schools and other professionals to support children's moves to other settings and to promote school readiness. Parents speak positively of the supportive staff team.

Setting details

Unique reference number	135034
Local authority	Westminster
Inspection number	836418
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	32
Name of provider	Elgin Estate Playgroup Committee
Date of previous inspection	24 February 2009
Telephone number	020 7289 7895

Elgin Pre-School is run by a committee and registered in 1992. It is located in the City of Westminster. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school is open from Monday to Friday, from 8.45am to 3.15pm, during term time only. The pre-school employs eight members of staff, all of whom hold appropriate childcare qualifications.

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