

All Saints Pre School

All Saints Church Hall, Waltham Drive, EDGWARE, Middlesex, HA8 5PQ



Inspection date

2 October 2015

Previous inspection date

7 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are confident, secure and settle quickly due to the close relationship they form with their key persons. Staff consistently praise children and value what they say.
- Children behave very well; they have a clear understanding of what is expected of them. Staff are good role models who mirror how children should treat each other.
- The quality of teaching and assessment is good. Staff demonstrate their strong understanding of how children learn. They plan effective activities to encourage children's curiosity and enthusiasm to explore further.
- Effective supervision by leaders provides ongoing support and training for staff. They readily promote teamwork, which allows them to identify and address any gaps in staff performance early. Overall, this helps to improve children's learning experiences.
- Regular and effective flow of communication between parents and staff means children continue their learning at home. Staff involve parents in their children's ongoing assessment to help them understand how to support them effectively.

It is not yet outstanding because:

- There are fewer opportunities throughout the daily routine for children to access or see a suitable range of reading material to strengthen further their early literacy skills.
- The self-evaluation process does not always reflect the feedback obtained from parents, to help identify areas for development and to influence future improvement plans.

What the setting needs to do to improve further

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

- increase opportunities for children to access a suitable range of reading materials to further extend their early literacy skills
- make better use of feedback obtained from parents to help identify areas for improvement in order to strengthen the self-evaluation process.

Inspection activities

- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector observed different activities to evaluate the quality of teaching inside and during outdoor play.
- The inspector conducted two joint observations with the manager.
- The inspector sampled documents, including records relating to staff suitability, regulatory documentation and children's records.
- The inspector took account of staff's, parents' and children's views about the setting.

Inspector

Josephine Adeyemi

Inspection findings

Effectiveness of the leadership and management is good

The leaders have high expectations for what children can achieve. They demonstrate this through their close monitoring of their progress, including the constant review of the learning programmes. This ensures that all children get a good start and receive good-quality teaching and care. Effective staff supervision means leaders identify areas for improvement quickly. Additionally, staff value the feedback they receive from others to evaluate their practice, such as peer observations. This helps to drive improvement and raise the quality of teaching practice. Partnerships with parents and external agencies are effective. Parents receive useful information about their children from staff to help continue learning at home. Safeguarding is effective; all staff understand how to keep children safe, including the procedures for reporting any welfare concerns.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of how children learn in all areas. For example, they thoroughly promote mathematical and communication skills in daily activities. Hence, children confidently talk about colours, sizes and shapes, for example, as they compare and count fruits and beads. Staff implement an effective key person-system and engage parents and children fully. Staff involve parents and children in their own initial assessments. For example, they collect relevant information on entry from children, such as their likes and dislikes. This encourages children to express their own feelings, and develops their confidence and self-esteem. Staff use this information to identify children's interests and any gaps in learning, and plan for their next steps.

Personal development, behaviour and welfare are good

Children behave extremely well. Staff help children learn how to manage their behaviour and give clear messages about acceptable ways to treat others. Therefore, children are polite and considerate, and show respect while waiting for their turn. Children are confident and active learners. They routinely practice independent skills, for example, they dress, wash hands, tidy up and wipe down tables after meals. They use their imagination well to explore their environment. For example, they 'discover' sea creatures during role play and staff effectively extend their imagination as children explore the 'city of bugs'. Effective settling-in systems and regular attendance help children form secure emotional attachments. They develop close and supportive relationships with staff and others. Children understand how to keep themselves safe and healthy; for example, they have fruits for snack, and balance and dance to exercise their muscles.

Outcomes for children are good

Staff hold discussions with children and parents in preparation for their transfer to school, such as on arranging prior visits. Staff support children to develop their ability to think critically to help strengthen their learning experiences. As a result, all children make good and rapid progress, and gain the necessary skills for their future learning.

Setting details

Unique reference number	137752
Local authority	Brent
Inspection number	1033189
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	35
Name of provider	Anula Goonawardana
Date of previous inspection	7 March 2011
Telephone number	07958 473 475 or 020 89521365

All Saints Pre School registered in 1987. It is located Edgware, in the London Borough of Brent. The setting is open from 9am until 1pm, Monday to Friday, during school term time only. The provider employs nine staff; of these, six hold appropriate early years qualifications and one has achieved Early Years Professional Status.

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