

Peter's Pre-School

St. Peters Pre School, Sumner Road, HARROW, Middlesex, HA1 4BX



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| Inspection date | 20 November 2015 |
| Previous inspection date | 10 November 2011 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| Effectiveness of the leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is inadequate

- The procedures to inform Ofsted of changes to the members of the committee have not been completed.
- Staff sometimes miss opportunities to help children understand the importance of physical exercise and rest during their exciting dance activities.

It has the following strengths

- The quality of teaching is good. Staff listen and respond to children's needs and interests, and plan stimulating experiences. All children, including those who require additional support, make good progress in their learning and development.
- Children behave well. They are fully aware of the rules and boundaries of the pre-school. Staff are strong role models and use positive strategies to teach children to be caring and tolerant of each other.
- Partnerships with parents are well established. Staff are committed to working together with parents and encourage them to remain actively involved in their children's learning, both at the pre-school and at home.
- The key-person system is well established and fosters positive partnerships with parents. Children form secure attachments with staff and there is a shared approach to their learning, development and well-being.
- The manager is committed to monitoring the provision and staff practice. She regularly observes the qualified staff and provides feedback to support them in continuously developing.

What the setting needs to do to improve further

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

Due Date

- inform Ofsted of all changes to the names of the people who make up the membership of the registered provider of the pre-school. 04/12/2015

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

- help children to understand that practices such as exercise and rest support their good health.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager and provider. He looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kulwant Singh

Inspection findings

Effectiveness of the leadership and management is inadequate

The manager understands the requirements of the Early Years Foundation Stage. However, arrangements for safeguarding are not effective. Procedures to inform Ofsted of changes to the committee have not been completed in the required time. These individuals hold a position of responsibility for decision making in the pre-school, which means that children's safety may be compromised. That being said, staff know how to identify and report concerns about children and follow other procedures so that children remain safe in their care. Secure recruitment procedures are in place and staff know what to do in the event of an emergency. Daily risk assessments also contribute to making the pre-school safe for children. Staff development is given a high priority. Appraisals and supervision are used effectively to identify staff training needs. Staff access regular training opportunities, which have resulted in highly motivated staff who are confident to address children's varying needs.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They interact well with children and help them to develop in all areas. Communication and language skills are well supported across all age groups. Staff read stories to children and they discuss rhyming words. Staff talk to children and listen to what they have to say with interest. Children's home languages are well promoted through using the skills of some staff who are bilingual. Staff encourage children's imaginative play, such as when they play with dolls. Children learn about how to look after living things, being gentle and caring. They enjoy creating artwork and learn about animals and use figures to make prints. Children are developing the skills required for learning in school. For example, they follow simple rules, listen to staff and cooperate with their friends as they play.

Personal development, behaviour and welfare are inadequate

The management has not assured children's safety because they have failed to notify Ofsted of changes to the committee. Nevertheless, staff care for the children well. Children are confident and happy as they interact with each other and staff. The key-person system is very effective and staff know the children and their families well. Children learn about similarities and differences. For example, they celebrate different festivals and use multicultural dressing-up clothes. Children enjoy healthy snacks and drinks throughout the session. They benefit from regular opportunities to be physically active by playing outside and participate in music and dance sessions indoors. They sometimes miss opportunities to explain how exercise and rest help children to stay healthy.

Outcomes for children are good

Children make good progress in their learning from their starting points. They are developing good independence skills, such as putting on their shoes and coats on. This helps to prepare them well for their next stage in learning and moving on to school.

Setting details

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| Unique reference number | 509086 |
| Local authority | Harrow |
| Inspection number | 1024353 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 2 - 4 |
| Total number of places | 25 |
| Number of children on roll | 40 |
| Name of provider | Peter's Pre-School Committee |
| Date of previous inspection | 10 November 2011 |
| Telephone number | 07726311695 |

Peter's Pre-School was registered in 1987. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at levels 5, 3 and 2. The pre-school opens Monday to Friday during term time only. Sessions are from 9.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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