

# St Annes Pre School

St Annes Pre School, St Annes Church Centre, 200A Larkshall Road, Chingford,  
London, E4 6NP



## Inspection date

Previous inspection date

27 November 2015

19 October 2010

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 form warm and trusting bonds with the staff and feel secure and settled in the setting.
- Partnerships with parents are strong. The manager and staff value the opinion of parents and work hard to ensure effective arrangements are in place to gather required information. Additionally, staff help parents to understand how to support their children's learning at home.
- The manager and staff plan a broad range of activities and learning experiences that interest and challenge children. Children make good progress in relation to their starting points.
- Staff manage children's behaviour well. Staff use effective strategies to motivate children in their learning. For example, they recognise children's achievements and give them praise for their efforts.
- Children show confidence when using their mathematical knowledge to count and order numbers. They can successfully recognise and match shapes and use this knowledge well when solving problems.

### It is not yet outstanding because:

- Children do not always have enough opportunities to extend their interests in reading.
- Staff do not always use every opportunity to enhance children's thinking skills and to use open-ended questions in their discussions with children.

## What the setting needs to do to improve further

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

- review the organisation of the reading area so that all children are able to extend their growing interest in exploring a range of books
- enhance opportunities for children ask more open-ended questions and be more curious about what they do.

### Inspection activities

- The inspector observed a range of activities in all parts of the setting, including the outdoor provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including children's records, policies and procedures, and staff suitability files.

### Inspector

Bushra Khan

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified and experienced manager demonstrates a sound understanding of her responsibilities and is keen to evaluate her practice. She knows how to move the setting forward and takes into account the views of parents, staff and children. The manager monitors children's progress to ensure any gaps in children's learning are closing rapidly. The manager works closely with external agencies to support children who are learning English as an additional language and those who have special educational needs. Staff access ongoing training and guidance to support their practice and improve outcomes for all children. Safeguarding is effective. Staff understand procedures to protect children from harm and know how to prioritise their safety. The manager has successfully addressed previous recommendations to improve the quality of service.

### Quality of teaching, learning and assessment is good

Staff are knowledgeable about the Early Years Foundation Stage and use this knowledge well to create a purposeful and stimulating environment. Teaching is good; children are engaged and enjoy their learning. Children develop good communication skills. For example, they enjoy discussions with staff, who show interest in what children have to say. Children are eager to try out their ideas to see if they work. For example, children delight in building towers using construction toys. They are inquisitive learners and predict outcomes, such as when the tower will topple.

### Personal development, behaviour and welfare are good

Children make good progress in developing their personal, social and emotional skills. Staff model good manners and encourage children to share and take turns. Children have a positive attitude towards learning and gain essential skills to prepare them for their move to school. Staff develop children's independence skills well. For instance, they teach them how to put on their own coats and shoes before going outdoors. Children enjoy developing their physical skills. For example, they delight in playing in the well-resourced outdoor area. Staff offer a range of healthy food options during mealtimes. Children confidently choose their own snacks and cut up their food before eating. Staff encourage children to risk assess their own learning environment. Children develop an awareness of their own safety and know why they must walk indoors.

### Outcomes for children are good

Children make good progress in their learning. Staff accurately identify children's next steps in learning and plan appropriate activities that motivate and interest them. Children are encouraged to be independent learners and gain essential skills to prepare them for their move to school.

## Setting details

<b>Unique reference number</b>	EY415295
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	832251
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	27
<b>Number of children on roll</b>	28
<b>Name of provider</b>	St. Anne's Pre-School Committee
<b>Date of previous inspection</b>	19 October 2010
<b>Telephone number</b>	07941517751

St Anne's Pre-School registered in 2010 and is situated within the London Borough of Waltham Forest. The pre-school is open Monday to Thursday from 9.15am to 2.15pm and on Friday from 9.15am to 12.15pm, during school term time. The provider employs seven members of staff, all of whom hold an appropriate childcare qualification from level 3 to level 6. The deputy manager holds Early Years Teacher Status. The provider receives funding for the provision of free early education to children aged two, three and four years.

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