

Stanmore Baptist Preschool

Abercorn Road, Stanmore, Middlesex, HA7 2PH



Inspection date

3 December 2015

Previous inspection date

16 September 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

- The pre-school is well run and managed. Those in charge are good role models for the staff team. They create a culture of reflective practice and devise and implement well-focused development plans. The pre-school's capacity to continually improve is good.
- Staff are well qualified and use their knowledge and skills to help children learn and develop. They benefit further from supervision and training opportunities which help to enhance the effectiveness of their teaching.
- The staff team demonstrate that they have a good understanding of how children learn. They spend much time engaging in quality interactions with the children and encourage good communication skills.
- Disabled children and those who have special educational needs are supported well. Intervention is established early on and good information sharing takes place with all those involved.
- Staff use effective strategies to help children who speak English as an additional language. They monitor children's progress to ensure they are developing a good level of English.

It is not yet outstanding because:

- Children do not understand how to adjust their behaviour, so that it is more appropriately matched to the activity, at times of change.
- Information sharing with other settings that children attend is inconsistent. Staff do not actively seek information about children's progress and their current learning elsewhere to reinforce continuity in their learning and development.

What the setting needs to do to improve further

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

- support older children to understand how to adjust their behaviour appropriately according to different events, activities and changes to the routine
- strengthen the partnerships in place with other settings that children attend, with particular regard to the consistency of information sharing.

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 carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager is the designated person for dealing with safeguarding issues and has attended training to support her in this role. Staff access training opportunities and engage in discussions about safeguarding at staff meetings and supervision sessions. They have a good understanding of what action to take should they have concerns regarding a child. The manager monitors the educational programme and quality of teaching. She is well supported by her deputy manager and together they set actions and drive improvements. Furthermore, they complete detailed monitoring of the progress made by individuals and groups of children. This helps them to swiftly identify any gaps in development and provide well-targeted additional support as appropriate.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's learning through good quality observations. This information is used to inform future planning and to support children during their freely chosen play. Staff use their good teaching skills to challenge children's thinking and extend their ideas. Children make good progress in their development and have an enthusiastic and motivated approach to learning. Children thoroughly enjoy using their imaginative skills. They draw upon their own experiences and act out familiar storylines. Staff maximise children's learning and support their communication skills. They ask appropriate questions and encourage children to talk about their play ideas. Children become confident communicators who participate well in conversation. Children use a range of skills outdoors as they dig and hunt for worms in the vegetable patch. They enjoy developing their explorative skills using magnifying tools to examine what they find.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development is successfully supported. Partnerships with parents are strong. Key persons gather valuable information from parents when children first start, which helps them settle in and sets firm foundations for secure relationships. Children's independence skills are fostered well. They enjoy pouring their own drinks at snack time. This helps them to develop confidence in carrying out simple tasks for themselves. Children show a good understanding of safety and managing risks. During role play they pretend to cook on a barbeque and tell one another to be careful as the hotdogs are still too hot. Children learn about healthy lifestyles during interesting activities and experiences. They enjoy planting and growing vegetables in the outdoor area and use the produce during cooking activities. Plenty of outdoor play and dedicated physical sessions further contribute to children's good health and physical well-being.

Outcomes for children are good

Children learn important skills that help them prepare for their next stage in learning, including school. They are confident, happy to learn and make good progress in their development.

Setting details

Unique reference number	509041
Local authority	Harrow
Inspection number	1024375
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	41
Number of children on roll	29
Name of provider	Stanmore Baptist Preschool Committee
Date of previous inspection	16 September 2010
Telephone number	020-8954-2250

Stanmore Baptist Church Preschool is a committee-run setting and has been registered since 1992. It is open from Monday to Friday during term time only. Sessions run from 9.30am to 12.30pm each day. The pre-school provides funded early education for two-, three- and four-year-old children. They support disabled children, those who have special educational needs and those who speak English as an additional language. In total, nine staff work with the children, all of whom hold relevant early years qualifications. The manager is a qualified teacher.

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