

Ashmore Pre-School

St. Lukes Church Centre, Fernhead Road, London, W9 3EH



Inspection date	19 January 2016
Previous inspection date	9 June 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children behave exceptionally well and are very happy in the pre-school. They share trusting relationships with the adults who care for them. This supports children's emotional well-being.
- The manager and staff effectively monitor children's development. They identify and address any gaps in children's learning as quickly as possible.
- Staff provide a broad range of stimulating activities and resources which reflect children's individual interests and support their learning.
- Staff provide an exceptionally warm and welcoming environment, which helps children feel valued. There is lots of positive interaction between staff and children.
- The professional and enthusiastic manager has a very good overview of areas for development. She continually reflects on practice and drives improvements based on accurate self-evaluation.
- The pre-school has made good progress since the last inspection. Managers have strengthened risk assessment procedures and have developed the educational programmes for literacy and technology, improving outcomes for children.

It is not yet outstanding because:

- Staff do not always make the most of every opportunity to introduce mathematical language and ideas to children, to support their mathematical understanding fully.

What the setting needs to do to improve further

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

- make the most of all opportunities to introduce mathematical language and ideas to children, to help them develop an even greater early understanding of mathematics.

Inspection activities

- The inspector observed children taking part in activities indoors and outdoors, and observed the staff's interaction with them. The inspector spoke with staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and sampled relevant documentation, such as self-evaluation and suitability checks for staff.
- The inspector viewed the areas of the premises used by children.
- The inspector conducted a joint observation with the manager during the inspection.
- The inspector took account of verbal and written feedback from parents during the inspection.

Inspector

Deborah Orchard

Inspection findings

Effectiveness of the leadership and management is good

The professional and dedicated manager works effectively with the staff team and committee. The manager continues to drive improvement through supporting staff and effectively evaluating the service they provide. The manager and staff continually improve their knowledge and skills through attending training and sharing information. The manager has shared her knowledge with staff to help them develop children's communication skills, for example. Clear improvement plans are implemented and include the views of parents and staff. Parents comment that they are very happy with the care their children receive. Safeguarding is effective. Staff have a robust understanding of safeguarding procedures and know how to protect children. Risk assessment procedures have been improved. This helps to minimise risks to children when playing indoors or outdoors, as well as on outings.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is good. Staff understand how children learn and provide a well-resourced and interesting programme of activities which reflect children's needs and interests. The manager works closely with staff to monitor children's progress and identify any gaps in children's learning. They work in partnership with other agencies and parents to support children's learning. Children learn about the world through a range of interesting activities. For example, they have fun learning how ice is formed as they handle balls of ice and make models of icebergs. Children develop good communication skills because of the good support and encouragement that staff give them. For example, staff ask children questions that make them think and give more than just 'yes' or 'no' answers. Staff also provide good resources and activities to support children who are learning English as an additional language.

Personal development, behaviour and welfare are outstanding

Children feel extremely 'at home' and have a very strong sense of belonging in the pre-school. They are very settled and adapt quickly to change. They show high levels of confidence and concentrate very well during activities. Children are highly valued as individuals. They learn to respect differences and develop a very strong understanding of the lives of others. Staff promote children's health exceptionally well. Children have excellent opportunities to learn about healthy lifestyles. For example, they grow vegetables and enjoy a wide range of healthy foods. Children thoroughly enjoy physical activities and they move around confidently. They learn to manage risks as the staff gently remind them how to play safely. Children develop their independence as they learn to do simple tasks, such as putting on their outdoor clothes, for themselves.

Outcomes for children are good

Overall, all children are able to make good progress in their learning and development. Children are motivated to learn and behave exceptionally well. Children develop good skills in readiness for their future learning and move to school.

Setting details

Unique reference number	135013
Local authority	Westminster
Inspection number	841091
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 - 5
Total number of places	20
Number of children on roll	26
Name of provider	Ashmore Preschool Committee
Date of previous inspection	9 June 2011
Telephone number	0208 968 6225

Ashmore Pre-school registered in 1992. It is run by a parent committee. It is located between Queen's Park and Maida Vale in the City of Westminster. The pre-school is open each weekday from 9am to 12 noon and from 12.15pm to 3.15pm; some children stay all day. The pre-school receives funding to provide free early education for children aged two, three and four years. There are six staff, including the manager. Of these, five hold relevant qualifications at level 3 or above.

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