

# Cannon Lane Pre-School

Cannon Lane Methodist Church, Cannon Lane, Pinner, Middlesex, HA5 1JD



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 20 January 2016 |
| Previous inspection date | 8 June 2011     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- Staff conduct effective assessments of children's development. They continuously observe children's skills and identify their next steps in learning, closely monitoring their progress in readiness for school. Children's key skills develop well.
- The quality of teaching is good and, at times, outstanding. Staff provide children with great opportunities to develop their skills across all areas of learning, both indoors and outdoors. Activities are interesting and challenging and children actively learn through their play.
- The key-person system is effectively implemented and children build strong bonds with staff and peers. Staff have in-depth knowledge of children's personal needs. Children are happy and settled in a secure and enabling environment.
- Staff have a good understanding of their responsibilities to protect children and promote their welfare. They participate in regular training to continuously enhance their knowledge and keep up to date with current legislation. Staff are fully aware of the steps to take to keep themselves and children safe.
- Reflective practice is strong. Leaders effectively consult parents, staff, children and the local authority to evaluate and improve the services and educational programmes provided for children. They demonstrate a good capacity for continuous improvement.

### It is not yet outstanding because:

- Procedures to identify children's starting points for learning are not fully developed. Staff do not obtain detailed enough information from parents about children's skills on entry to fully promote their initial learning at the pre-school.

## What the setting needs to do to improve further

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

- obtain more detailed information from parents about children's skills on entry in order to enhance initial assessments and plan for their immediate learning needs.

### 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 two joint observations with the pre-school leaders.
- The inspector held meetings with the pre-school leaders and staff. She looked at relevant documentation, such as self-evaluation and evidence of the suitability, qualifications and training of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There are robust recruitment procedures and leaders complete regular checks to ensure staff's ongoing suitability. Staff are highly qualified and fully understand their duties, roles and responsibilities. Staff conduct detailed risk assessments of play areas and outings, to ensure that children play in safety. They effectively document all aspects of children's care and education in order to monitor their welfare and progress. Leaders hold regular supervision meetings with staff and skilfully coach their practice. Staff benefit from regular training to continuously extend their skills, knowledge and qualifications. They actively implement new ideas to improve outcomes for children.

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

The highly qualified staff skilfully organise the play environment and ensure that all areas of learning are available to children at all times. Children of all ages access a wide range of resources to extend their personal interests and play. They also participate in planned activities that effectively promote their individual progress. Staff help all children to become effective learners as they explore, create, hold discussions and maintain high levels of interest in their play. Staff expertly adapt practice to the different needs of children. Younger children benefit from staff's nurturing, while older children are offered more structured activities and learning opportunities, helping to prepare them for starting school. Teaching is effective and staff have high expectations of children. They carefully tailor provision to children's individual aptitudes and interests.

### Personal development, behaviour and welfare are good

Staff work closely with parents to ensure that children's needs are met. They are attentive towards children's emotional development and behaviour management is very effective. Children are praised for their efforts, ideas and achievements. They learn what is right and wrong, and benefit from age-appropriate boundaries and routines. Staff model good manners and strongly focus on teaching children about social values. Children learn to play cooperatively and accept others. Snacks are nutritious and children are physically active. They play outside and learn about nature and the world. Staff effectively promote healthy lifestyles and teach children to independently manage their personal needs. Children develop their awareness of personal safety as they play. They are confident and develop a strong sense of self-esteem.

### Outcomes for children are good

Staff identify children's emerging needs by closely tracking their progress. They successfully narrow gaps in children's development. All children develop their skills at a good pace. This includes disabled children and those with special educational needs, who benefit from staff's well-established links with external professionals. Children who speak English as an additional language are supported well. They learn English and also use their home language during play. Good partnerships with parents and links with other settings that children attend promote consistency in children's care and learning. Children benefit from secure, continuous support.

## Setting details

|                                    |                                  |
|------------------------------------|----------------------------------|
| <b>Unique reference number</b>     | 509102                           |
| <b>Local authority</b>             | Harrow                           |
| <b>Inspection number</b>           | 1024386                          |
| <b>Type of provision</b>           | Sessional provision              |
| <b>Day care type</b>               | Childcare - Non-Domestic         |
| <b>Registers</b>                   | Early Years Register             |
| <b>Age range of children</b>       | 2 - 5                            |
| <b>Total number of places</b>      | 26                               |
| <b>Number of children on roll</b>  | 38                               |
| <b>Name of provider</b>            | Cannon Lane Pre-School Committee |
| <b>Date of previous inspection</b> | 8 June 2011                      |
| <b>Telephone number</b>            | 07927 330562                     |

Cannon Lane Pre-School was registered in 1976. The pre-school employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3 or 4, including two with Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.30am to 12 noon and from 12.30pm to 3pm on Monday, Wednesday and Thursday. On Tuesday and Friday, sessions are from 9.30am to 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs and children who speak English as an additional language.

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