

Peter's Preschool

St. Peters Centre, Sumner Road, West Harrow, Middlesex, HA1 4BX



Inspection date

27 April 2016

Previous inspection date

20 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Significant improvements have been made since the last inspection. All suitability checks have been carried out for all committee members. The management team has implemented effective strategies to ensure checks on future new committee members are carried out within the required timescales.
- Children benefit from a stimulating and well-organised environment, both inside and outside. This is one example of how staff help children to be motivated to learn. Children display high levels of independence as they choose their own activities.
- The manager regularly evaluates the learning experiences and tracks all children's ongoing progress. This helps to identify and narrow any gaps in children's learning. Children with special educational needs or disability receive swift and targeted intervention. Children make good progress based on their individual starting points and capabilities.
- Children who speak English as an additional language are effectively supported. Parents provide lists of key words and phrases in children's home languages. This helps staff to understand how to pronounce words as they encourage children to engage in activities and daily routines.

It is not yet outstanding because:

- Staff do not work as effectively as possible with all other settings that children attend, to ensure continuity in children's learning and enhance their progress further.
- While systems are in place for the supervision and performance management of staff, these are not always carried out regularly enough in order to swiftly identify their ongoing professional needs.

What the setting needs to do to improve further

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

- extend the partnerships with other childcare settings that children attend to more effectively support continuity in their learning
- enhance the systems in place in order to more regularly monitor and evaluate staff's practice.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff and committee members and children during the inspection.
- The inspector carried out a joint observation and held a meeting with the pre-school manager.
- The inspector looked at children's assessment records and planning documents. A range of other documents, including the safeguarding policy, were also seen.
- The inspector checked evidence of suitability and qualifications of the staff working with children and of the committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good understanding of child protection issues and know how to report concerns to the relevant agencies. Even though staff turnover is low, thorough recruitment and induction procedures are in place to ensure that any newly appointed staff are suitable to care for children. The well-qualified staff team works very well together. They regularly share their new knowledge gained through research and training. For example, new resources, familiar to children from their different cultures have been added to the role play area. This has increased children's enjoyment of imaginative play. Parents' views are actively sought and help to inform the pre-school's good self-evaluation and ongoing action plans.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's learning. Parents are actively involved in this process. They add observations and photographs of what children are doing at home to the online system. Staff use this information well to inform their assessments and to plan next steps in children's learning. Children engage well during adult-led activities. Staff use these times to help children develop their understanding of number and counting. Children enjoy investigating interactive displays. They look with interest at caterpillars in a jar. They ask many questions about what will happen to the caterpillars. Staff guide children to reference books so they can find out for themselves what will happen next in the life cycle. Children enjoy using dough. They look with interest at pictures of animals. They manipulate dough into shapes, such as an elephant trunk, to complete the picture.

Personal development, behaviour and welfare are good

The key-person system is well established and effective. Children develop warm and close relationships with staff. They are happy and confident to explore their surroundings. Children play well together and are forging strong friendships. Staff consistently encourage children to be independent. For example, they choose what to have for a snack and pour drinks themselves. Staff help children to develop healthy lifestyles. They talk about the importance of warming up muscles before they engage in strenuous exercise. Children have many occasions to play outside. They engage in a wealth of fun activities and enjoy being physically active in the fresh air. Staff manage children's behaviour well. When minor disagreements occur, they offer children time to think about their actions. Staff often use words in children's home language to further support their understanding. Parents speak very highly of the pre-school, they feel their children are well cared for and make good progress.

Outcomes for children are good

Children are making good progress in their learning and development, considering their starting points. Children show pride in their achievements. They happily show and describe their pictures to visitors and are excited to demonstrate how they can write their names. Children are highly independent in their choice of learning. They are developing good concentration skills as they become engrossed in activities. All children are effectively developing the skills they need for future learning at school.

Setting details

Unique reference number	509086
Local authority	Harrow
Inspection number	1033740
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	25
Number of children on roll	38
Name of provider	Peter's Pre-School Committee
Date of previous inspection	20 November 2015
Telephone number	07726311695

Peter's Preschool was registered in 1987. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday from 9.30am until 12.30pm, through school term times. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs or disability. The pre-school supports children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

