

# Hampstead Garden Suburb Pre-School

Free Church Hall, Northway, LONDON, NW11 6PB



## Inspection date

11 May 2016

Previous inspection date

12 November 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistent across the pre-school. Staff do not always provide challenging activities linked to children's next steps or respond to opportunities to extend their learning. Children lose interest in some activities and do not consistently make good progress.
- There are times when the daily routines interrupt some children's engagement in their play and learning. Not all children are able to cope with the length of some large-group activities.
- The manager does not make the best use of assessment information and does not know the progress made by groups of children. She does not know if there are any gaps in the curriculum or if any groups of children are falling behind in their learning.
- Performance management procedures do not sufficiently focus on staff's practice to identify the weaknesses in the quality of teaching and raise outcomes for children.
- Children's independent access to the outdoor area is limited, therefore, the learning and development of children who prefer to learn outdoors are not fully supported.

### It has the following strengths

- Children make choices about their independent play from the good range of equipment in the welcoming environment.
- Partnerships with parents are effective. Parents are happy with the care provided for their children.
- Children manage their personal care well and learn the importance of good hygiene.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ provide children with consistent, engaging and challenging experiences that help them to make the best possible progress	13/07/2016
■ provide effective support for staff to develop their skills and practice, in order to raise the quality of teaching.	13/07/2016

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

- improve the organisation of the daily routines to reduce the length of time some children spend in large-group activities
- implement systems to monitor the progress made by individual and groups of children to ensure teaching is meeting all children's level of ability
- increase opportunities for children to have independent access to the outdoor area.

## 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 a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager.
- The inspector looked at relevant documentation, discussed the self-evaluation and viewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

## Inspector

Ruth Patel

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager meets with staff to discuss their practice and identify any training needs. However, the methods to monitor staff practice are not effective and, at times, staff do not fully engage children to help them enjoy the full range of activities. The organisation of daily routines does not take into account the learning needs of all children. For example, younger children spend long periods of time in large-group activities. Safeguarding is effective. The management team and staff have a robust understanding of child protection and the procedures to follow to protect children from harm. They provide a safe and secure environment. Staff work in partnership with local schools to support children's smooth transition to school when the time comes.

### Quality of teaching, learning and assessment requires improvement

Children confidently lead their own play and choose resources they want from the wide range available to them. They become fully involved in imaginative play, for example, by making pretend meals for their friends and visitors. Children delight in finding worms under a stone and hunt for mini-beasts in the garden. However, the quality of teaching is inconsistent. On occasions, staff focus on supervising rather than teaching. For example, they do not consistently talk with children or engage them effectively in activities. Staff complete regular observations and assessments of children's play and share this information with parents. However, staff do not make good use of the information to plan suitably challenging activities and learning experiences to support the next stage of children's learning effectively. Children who have special educational needs or disability are supported well by a range of strategies, including simple signing.

### Personal development, behaviour and welfare require improvement

Staff are kind and caring. Children are happy. Staff are good role models and promote children's personal, social and emotional development effectively. Overall, children are confident and display high levels of self-esteem. Staff teach them to be independent and care for themselves. For example, children wash their hands independently and cut up fruit at snack time. They develop appropriate social skills and behave well. However, children do not have extensive opportunities to play in the outdoor play area. This does not support the learning and development or physical skills of children who prefer to learn outdoors.

### Outcomes for children require improvement

Children enjoy being at the pre-school. They play cooperatively with their friends, sharing and taking turns. Children develop some skills in preparation for school. They use their language skills and listen well. Some count and recognise numbers, while others notice shapes. However, not all children learn to concentrate and persevere because not all activities provide them with appropriate challenge to support their interests and learning needs.

## Setting details

<b>Unique reference number</b>	EY338293
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1024261
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Hampstead Garden Suburb Pre-School Partnership
<b>Date of previous inspection</b>	12 November 2010
<b>Telephone number</b>	07785 995 412

Hampstead Garden Suburb Pre-School was registered in 2006. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3 or 5. The pre-school opens from Monday to Friday during term times only. Sessions are from 9am until midday. The pre-school supports children who speak English as an additional language and those who have special educational needs or disability.

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