

# Andover Pre School Limited

49-50 Corker Walk, Central Square Andover Estate, Islington, London, N7 7RY



## Inspection date

24 November 2016

Previous inspection date

25 October 2012

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		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is good

- Children make excellent progress from their starting points. They become confident communicators and independent thinkers. Staff know children very well and make many accurate and relevant observations of their individual learning, to plan challenging and exciting next steps.
- Teaching is exceptionally strong. Staff interact skilfully with children, taking every opportunity to help extend children's knowledge.
- Leaders are knowledgeable and reflective. They have used effective processes of self-evaluation to meet all previous recommendations and improve their service.
- Children behave well at all times and staff consistently model positive strategies, to help children form strong friendships and develop respect for one another.
- Leaders work collaboratively with other professionals and know their responsibility to share information, to support and understand each child's learning and care needs.

### It is not yet outstanding because:

- Leaders are at an early stage of embedding processes for monitoring specific groups of children, to enable them to address more quickly any potential gaps in learning.
- At times, staff do not offer the older children greater opportunity to learn how to manage some tasks for themselves, for example, during mealtimes.

## What the setting needs to do to improve further

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

- refine further the processes for monitoring the progress of groups of children, to precisely identify any potential gaps in learning and ensure children continue to make excellent progress
- increase opportunities throughout daily routines for the older children to become more independent.

### Inspection activities

- The inspector observed teaching and learning both inside and outside.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the provider.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of the children's learning records, staff observations and planning, and a range of policies and documentation such as suitability of staff and safeguarding procedures.

**Inspector**  
Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure that all staff have a confident knowledge of how to keep children safe from harm. They implement comprehensive policies and procedures to maintain children's well-being. Leaders are enthusiastic and committed to continuous development of the setting. They value and support their skilled staff. The manager ensures staff access regular professional development opportunities. For example, all staff have recently attended training on supporting children's communication and language skills. Partnerships with parents are strong, and staff communicate regularly with them about how children are getting on at the setting. Parents comment highly on the service they receive and the friendly staff team.

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

The learning environment is vibrant and inviting, and staff keep children consistently engaged through a vast range of exceptionally well-planned activities. For example, children delight in exploring the wildlife in the garden, talking about the worms and insects they find, while staff support them to develop an excellent awareness of the world. Staff model language remarkably well for children and they successfully help children develop their abilities in speaking clearly. For example, while children are engrossed in a sensory painting activity, staff introduce new vocabulary about texture to help younger children describe what they see. Staff have an exceptional knowledge of each child and how they learn best. For example, older children take part in acting out familiar stories, where they immerse themselves into characters and talk about what might happen next.

### Personal development, behaviour and welfare are good

Staff place high priority on children's well-being. They create a safe and nurturing environment, where children are happy and settled. Children form strong bonds with their key person and show a sense of belonging in the setting. Children enjoy being active and have opportunities to engage in challenging activities. Staff understand the importance of encouraging children to maintain healthy lifestyles. For example, children grow their own food and visit the shops to find out where food comes from. Effective procedures for minimising hazards are in place. Overall, children learn to be independent in managing some of their personal care and have an awareness of possible dangers.

### Outcomes for children are outstanding

Children make rapid progress in relation to their starting points. Younger children are highly confident and develop their social skills quickly; they explore their senses and begin to describe what they see. Older children become skilled communicators, for example, they enjoy taking part in lively story sessions. All children gain many essential skills they need for their future learning and for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY433427
<b>Local authority</b>	Islington
<b>Inspection number</b>	1059045
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Andover Pre School Limited
<b>Registered person unique reference number</b>	RP530962
<b>Date of previous inspection</b>	25 October 2012
<b>Telephone number</b>	02072720921

Andover Pre School Limited registered in 2011. It is situated in the London Borough of Islington. The pre-school is open each weekday from 9am to 4.30pm, during term time only. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four members of staff, all of whom hold appropriate early years qualifications.

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