

# Storybooke Pre-School

Edgware Ex Servicemens Club, 303 Burnt Oak Broadway, Edgware, HA8 5ED



## Inspection date

28 June 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager is passionate about providing good-quality care and learning for children. She is experienced and ambitious in her role, and leads her staff team well.
- Staff understand how children learn and develop. They provide a variety of stimulating and challenging activities, and children explore with confidence. All children make good progress from their starting points.
- Staff are good role models for children. They teach children how to value and respect others. Children show good manners. They learn to share and take turns as they play.
- Children are happy and active learners in this welcoming environment. Their well-being is given the highest priority.
- Staff establish effective partnerships with parents. They promote positive ways for sharing information about children's needs and achievements.
- The manager takes effective steps to raise standards and uses the views of others to reflect on and improve practice.

### It is not yet outstanding because:

- The current system to compare the progress made by different groups of children is not fully embedded, to help identify and address any gaps in achievement more precisely.
- At times, staff are not consistent in using agreed strategies already identified to implement their plans to support children's individual learning needs.

## What the setting needs to do to improve further

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

- build further on the systems for monitoring the progress of different groups of children, to promptly identify any differences in achievements
- strengthen staff's understanding of how to implement agreed plans and strategies, to support children consistently in meeting their individual learning targets.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning in the indoor and outdoor environments.
- The inspector completed a joint observation with the nursery manager and discussed the outcomes.
- The inspector held discussions with the nursery manager. She looked at relevant documents, such as evidence of the suitability checks carried out on staff and a range of policies and procedures.
- The inspector spoke to the children and staff during the inspection.
- The inspector spoke with parents during the inspection and took account of their views.

### Inspector

Laxmi Patel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their roles and their responsibility to protect the children in their care. They know how to report any concerns they may have about a child's safety or welfare. The nursery is safe and secure, and robust recruitment and vetting procedures are in place to help ensure all staff are suitable to work with children. Staff receive good support, such as through supervisory sessions, and they regularly attend training and share new information with other members of staff during staff meetings. Effective partnerships with other professionals help to provide a consistent approach to children's care and learning.

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

Staff use observations and assessments effectively to monitor children's progress. Overall, they plan activities to help children achieve their next steps in learning. Children have many opportunities to develop their communication and language skills. For example, they enthusiastically join in with favourite stories, rhymes and songs. Staff provide good support for children whose home language is not English. For instance, they reinforce key vocabulary and check their understanding. Staff set up the learning environment well, using a range of materials and resources that adds challenges and enjoyable experiences. For example, children independently choose paint, develop their scissor skills as they cut shapes and concentrate well threading the beads. Children have fun as they learn about mathematics. For example, number songs help them to count and calculate and water play is an opportunity to explore volume and capacity.

### Personal development, behaviour and welfare are good

Children form trusting bonds with attentive staff, who offer plenty of praise and encouragement, supporting children's self-esteem and emotional well-being. Staff use information they gain from parents well, such as to tailor experiences to meet the individual care needs of each child. Staff complete detailed risk assessments to ensure the safety of the children and promote children's physical well-being effectively. For example, children experiment with different ways of moving their bodies and use a range of apparatus indoors and outdoors to jump, hop and balance.

### Outcomes for children are good

Children gain skills to support their future learning and eventual move to school. Children come from a wide range of cultural backgrounds and most start attending the nursery speaking little or no English. They make good progress in their achievement of the language. For example, they learn to express their needs and to talk and engage in discussions. Children develop an awareness of literacy. For example, children attempt to write their names using the initial letter and the sound it represents.

## Setting details

<b>Unique reference number</b>	EY488939
<b>Local authority</b>	Harrow
<b>Inspection number</b>	1016030
<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 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Humera Samrine Alam
<b>Registered person unique reference number</b>	RP909713
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07803487867

Storybooke Pre-School registered in 2015. It is located in Edgware, in the London Borough of Harrow. The setting is open Monday to Friday from 9am to 3pm, term time only. There are four members of staff, including the manager. Of these, two hold a childcare qualification at level 3 and the manager holds a degree in early years.

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