

Abbey Pre-School

Abbey Childrens Centre, High Path, London, SW19 2JY



Inspection date	6 July 2017
Previous inspection date	8 March 2013

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		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 and her staff establish positive relationships with parents. They work closely with other professionals to help children transfer successfully to other early years provisions when children are three years of age.
- Senior leaders identify regular training opportunities to extend staff professional development to improve outcomes for children. For example, staff use their learning to consistently teach children mathematics through a good range of play activities.
- The manager and her staff know children's interests and observe children effectively. They use the information they gain to plan activities that help children make good progress from their starting points.
- The manager and her staff plan interesting and purposeful learning environments that help promote children's social, communication and physical skills well.
- Staff role model good manners to teach children good social skills. They use praise effectively to help encourage children to build on their existing skills and achievements.
- Senior leaders have a clear understanding of the provision's strengths and weaknesses and have plans in place to achieve further improvements.

It is not yet outstanding because:

- Although staff work together to support the needs of individual children, leaders do not focus on monitoring teaching strategies as closely as possible, to help the less confident staff improve further.
- Staff do not use every opportunity to talk to children about healthy eating to help them make informed decisions about food choices.

What the setting needs to do to improve further

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

- monitor the quality of teaching standards for all staff further to take practice to a higher level
- use daily opportunities and routines to talk to children about healthy eating to teach them about healthy choices.

Inspection activities

- The inspector observed children's play and staff interactions indoors and outdoors to report on the quality of teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of staff suitability and a range of other documentation, including the policies and procedures to safeguard children's welfare.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jane Winnan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her staff have a good knowledge of the procedures to follow in case they have any concerns about a child's welfare. Senior leaders have an effective recruitment and induction procedure and ensure staff are suitable to work with children. They monitor staff performance and encourage their professional development needs to improve their skills. The manager seeks the guidance of outside agencies to gain support for children who have special educational needs and/or disabilities, to help them make good progress. Staff regularly share information with parents about children's progress and interests to support home learning.

Quality of teaching, learning and assessment is good

Staff support children's language and communication skills well. For example, they work in small groups to meet the needs of different groups of children. They help children learn new words. For example, staff hold up sun and cloud symbols and ask children if it is sunny or cloudy weather. They help children gain confidence in a range of social situations. For example, staff encourage children to speak to others about their needs and wants. Staff help all children to manage changes in their routines effectively across the day. For example, they shake a tambourine and hold up pictures when routines are about to change. Staff support children to gain good early mathematical skills. For instance, they count the spoons of dried rice as children fill and empty containers.

Personal development, behaviour and welfare are good

Staff build positive and trusting relationships with children. For example, they help them settle quickly into their choice of activities. Staff work very effectively with parents to help children manage their own personal hygiene needs, such as potty and toilet training. They teach children the importance of physical exercise. For example, children play with the parachute in the garden and lift it up and down energetically to help develop their physical skills. Staff give children opportunities to develop an awareness of the similarities and differences between people and communities. For example, they celebrate different religious festivals and learn about how other people live. The manager takes children out into the local community. For example, children enjoy outings to the theatre and the park, and staff complete risk assessments to keep them safe.

Outcomes for children are good

Children are happy and confident. They enjoy their time at the pre-school. For example, children listen to stories, sing songs and practise their early writing skills. Children are inquisitive about technology and how things work. For example, they learn how to turn torches on and off in the dark den. All children make good progress in their learning and development, including those who speak English as an additional language. They learn to be independent and manage tasks for themselves, ready for the next stages in their learning.

Setting details

Unique reference number	EY451407
Local authority	Merton
Inspection number	1062893
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	20
Name of registered person	London Borough of Merton
Registered person unique reference number	RP524519
Date of previous inspection	8 March 2013
Telephone number	02085434425

Abbey Pre-School registered in 2012. The pre-school is based in Abbey Children's Centre, which is situated on the site of Merton Abbey Primary School, in the London Borough of Merton. The manager and five members of staff are employed to work with the children. The pre-school operates term time only and is open every weekday from 9am to midday. The manager holds a qualification at level 6 and the five members of staff hold relevant childcare qualifications at level 3. The pre-school receives funding for the provision of free early education to two-year-old children.

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