

St Andrews Pre School

Malvern Avenue, Harrow, Middlesex, HA2 9ER



Inspection date

9 November 2017

Previous inspection date

3 July 2014

| 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

- Staff develop effective relationships with parents and involve them well in their children's learning. For example, staff invite parents to join children on trips and to provide workshops for children.
- Leaders ensure that children are well stimulated and challenged. They liaise successfully with other professionals to provide a consistent approach to children's development. Staff follow recommendations from professionals, such as speech and language therapists, and physiotherapists, to encourage new skills.
- Staff support children's emotional well-being effectively. Toddlers seek comfort or help from their key person when they need it, such as when getting dressed for outside play. All children make good progress from their starting points.
- Staff follow a strong key-person system and staff know children well. For instance, staff are skilled at communicating with children and ask them a variety of questions that encourages children to think and respond with their own ideas and thoughts.

It is not yet outstanding because:

- Staff do not consistently provide a wide range of resources and activities in the outdoor environment, which does not support those who prefer to learn outside.
- Children have limited opportunities to explore print within their environment to satisfy their curiosity and support their early literacy development.

What the setting needs to do to improve further

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

- enhance the outdoor area to ensure that children have opportunities to explore all areas of learning to support those who prefer to learn outside
- ensure children have opportunities to explore and investigate print within the environment to extend their early literacy skills.

Inspection activities

- The inspector carried out a joint observation with the manager and observed the quality of teaching, and interactions with children.
- The inspector spoke to staff and held a meeting with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector sampled documentation, including staff and children's records, policies and procedures, and evidence of staff suitability to work with children.
- The inspector observed and interacted with the children, in the inside and outside environment.

Inspector

Kayleigh Fletcher

Inspection findings

Effectiveness of the leadership and management is good

The manager understands her role well. Staff know signs which could indicate a concern about a child's welfare, and the reporting procedures they should follow. Safeguarding is effective. The manager supports staff to be reflective and to evaluate their teaching. The manager is committed to developing staff knowledge to benefit children. For example, staff attend training about how to obtain support for children who have special educational needs and/or disabilities. The manager monitors staff performance and their suitability to work with children. The manager and staff evaluate the quality of the provision, and seek the views of children and parents, to help identify areas for improvement. For example, parents complete questionnaires and staff follow children's interests.

Quality of teaching, learning and assessment is good

Staff help children to learn about different cultures and religions and to be respectful of individual differences. For example, children and parents take part in a Diwali party where they learn traditional dances and songs. Children have access to exciting technological resources that help to develop their understanding of how things work. This includes devices with photographs of them completing previous activities which they enjoy looking at independently. Staff encourage children to recall their previous experiences and feelings successfully. For instance, children use leaves they collected on a nature walk in craft activities the next day. Staff assess children's learning effectively and meet with parents to share children's development. The manager implements successful ways to highlight any gaps in learning or areas for staff to target teaching.

Personal development, behaviour and welfare are good

Staff support children to develop their social skills and children learn to take turns. For example, children wait their turn to choose a song during group times. Overall, children behave well and staff encourage positive behaviour successfully, such as praising and clapping toddlers when they do something well. Staff support toddlers effectively through toilet training and liaise well with parents to develop strategies to support children consistently at home and in the setting. Staff encourage children of all ages to spend time outside to exercise in the fresh air. Children learn to keep themselves safe, such as by assessing risks when playing on the new slide.

Outcomes for children are good

All children are happy and confident learners. They develop physical skills to support their future learning. For instance, toddlers try to balance on the soft-play resources and older children explore movement with the parachute. Children, including those who speak English as an additional language, develop positive communication skills and are well prepared for the next stages in their learning.

Setting details

| | |
|--|---|
| Unique reference number | 509031 |
| Local authority | Harrow |
| Inspection number | 1070419 |
| 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 | 50 |
| Number of children on roll | 40 |
| Name of registered person | St. Andrew's Pre-School Committee |
| Registered person unique reference number | RP518889 |
| Date of previous inspection | 3 July 2014 |
| Telephone number | 07708098009 |

St Andrews Pre School registered in 1985. It operates from St. Andrews Church Hall in the London Borough of Harrow. The pre-school is open from 9am to 4pm, Monday, Wednesday and Thursday, and from 9am to midday on Tuesday and Fridays, during school term times only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs 15 staff, of whom 12 staff hold relevant early years qualifications at level 3 or above.

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 2017

