

# College Road Pre-School

Harrow Baptist Church, College Road, Harrow, Middlesex, HA1 1BA



<b>Inspection date</b>	8 November 2017
Previous inspection date	20 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is committed to continuous improvement. She regularly monitors the quality of the service, using feedback from parents, staff and other professionals, as well as her own evaluations. Plans for improvement are well targeted to improve children's enjoyment and learning at the pre-school.
- Children have good opportunities to use their imaginations and express themselves creatively. They draw, paint, sing songs and act out roles during games. Staff support this well, encouraging children to explore activities and use materials in their own ways.
- Partnerships with parents are effective. Parents talk positively about the setting. They feel that staff are kind and friendly, and care for their children well. They say that staff keep them informed of their children's progress and suggest ways that they can support their learning at home.
- Children develop good personal skills and enjoy the responsibility of carrying out simple tasks. For instance, they help to cut up fruit and make sandwiches at snack times.
- Staff help children to learn about risks and begin to keep themselves safe. For example, they teach them how to be safe when using knives and remind them to take care when using the big slide.

### It is not yet outstanding because:

- Staff plan adult-led activities to support children's literacy. However, they sometimes miss opportunities that arise to support and reinforce these skills spontaneously, during other activities and children's self-initiated play.

## What the setting needs to do to improve further

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

- ensure more consistency in supporting children's emerging literacy skills, to cater for children's individual learning needs and preferences.

### Inspection activities

- The inspector observed a range of activities indoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views, along with examples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is good

There is a well-qualified and experienced staff team who teaches children well. The manager regularly monitors the quality of teaching and effectively supervises the staff. For example, she observes them as they work with the children and gives constructive feedback on how they might improve their practice further. Safeguarding is effective. The manager and staff make good use of training to strengthen their understanding of how to keep children safe. They know the signs that may indicate a child is at risk of harm and how to report any concerns about children's welfare. The manager has robust recruitment and induction systems in place to ensure that staff are suitable.

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

Staff regularly observe the children and monitor their development, to find out what they need to learn next. Where children's progress is less than typical, this is quickly identified and appropriate support is put in place. The manager and staff work successfully in partnership with parents and other professionals, to help children achieve all that they can. Children develop a good understanding of mathematics. For example, children spoke about the lengths of the tracks they created and the various shapes formed, while driving their toy cars through paint. Staff enhanced their learning by introducing language relating to speed, as they encouraged children to race their cars. Children develop good hand-to-eye coordination. For instance, they skilfully fit pieces into puzzles and use simple tools to shape play dough.

### Personal development, behaviour and welfare are good

Staff get to know children well and speak knowledgably about their individual needs and characteristics. They build strong and caring relationships with the children, which helps them to feel confident and secure at nursery. Staff use clear instructions and plenty of praise. This helps children to recognise what is expected of them and what they do well. Children's behaviour is good. Children learn to enjoy healthy lifestyles. For example, they try a range of different fruit and vegetables at snack time and talk enthusiastically about those they like best. Children enjoy daily walks around their local area, which helps them to learn about their community as they enjoy fresh air and exercise.

### Outcomes for children are good

Children make choices and concentrate well during their self-initiated play. They are happy to join in with group activities and enjoy learning from adults. Children make good progress from their starting points. This includes those who receive additional funding. They acquire a range of skills to support their future learning and are well prepared for starting school. Children, including those who are learning English as an additional language, develop good language and communication skills. They learn to listen to others and to express themselves clearly and confidently. Older children develop an interest in writing, they enjoy making marks and begin to form the letters which make up their names. Children show curiosity about the natural world. For instance, they use magnifying glasses to examine natural objects, such as shells, feathers and pinecones.

## Setting details

<b>Unique reference number</b>	509103
<b>Local authority</b>	Harrow
<b>Inspection number</b>	1070421
<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 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	College Road Pre-School Committee
<b>Registered person unique reference number</b>	RP533069
<b>Date of previous inspection</b>	20 October 2014
<b>Telephone number</b>	02084274600

College Road Pre-School registered in 1992. The setting opens five days a week from 9.30am to 12.30pm, for 38 weeks of the year. The pre-school employs seven members of staff, six of whom hold appropriate early years qualifications. One member of staff has achieved early years professional status, and the others hold qualifications at level 5 or level 3. The setting receives funding for the provision of free early education for children aged two, three and four years.

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