

# St Edmunds Pre-school

464 Katherine Road, Forest Gate, London, E7 8NP



## Inspection date

15 November 2017

Previous inspection date

29 April 2015

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 is well qualified, experienced and enthusiastic. Self-evaluation is used effectively to drive forward and secure continuous development to help improve outcomes for children.
- Staff know the children well and support their learning and development needs effectively on an individual level. This helps all children, including those in receipt of funding and those who speak English as an additional language, to make good progress.
- Partnerships with parents are strong. Staff provide parents with regular updates to keep them informed about their children's good progress and development. Parents speak highly of the care their children receive.
- Staff are friendly and act as good role models for children. They provide children with clear boundaries so they know what is expected of them. Children behave well.
- Children enjoy an exciting range of resources and activities. This captivates their interest and ensures they are engrossed in their play.

### It is not yet outstanding because:

- Group time activities are not always organised well enough by staff to make sure the younger children are fully engaged and benefit from these experiences.
- The manager has not implemented a robust system to monitor the progress that different groups of children are making.

## What the setting needs to do to improve further

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

- support the engagement of children of different ages when they take part in planned activities together
- monitor the progress of different groups of children more precisely to identify and swiftly target any emerging gaps in the educational programme to help all children make as much progress as possible.

### Inspection activities

- The inspector observed children as they played and took part in daily routines.
- The inspector spoke with children, staff and the managers at appropriate times during the inspection.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a wide range of other documents, including policies and procedures.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with a manager.

### Inspector

Claire Nunn

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a good understanding of her role and responsibilities. She helps staff to develop their knowledge of how children learn. For example, staff attend training courses, such as behaviour management, which has had a positive impact on children's behaviour. The arrangements for safeguarding are effective. All staff are trained in child protection procedures and have a good understanding of the action they should take if they have any concerns about a child's welfare. The manager and staff monitor the progress of individual children to help narrow any gaps in their learning. The pre-school has formed strong links with a local school. Children enjoy visits to the school and playing in the school playground. This helps them to prepare for their move to school.

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

The quality of teaching is consistently strong. Staff use accurate assessments of children's development to help to plan for the next stage in their learning. Staff gather information from parents when children first start. This helps them to plan suitable activities for the children from the outset. Children enjoy making choices about what they would like to play with from the well-resourced playrooms. The pre-school works well to extend children's learning at home, and children and parents enjoy taking home books from the pre-school library each week. Children develop creative skills. For example, they use a range of tools, paint and materials to create a large autumn floor picture. Children learn about the wider world around them. For example, they learn about different cultural festivals.

### Personal development, behaviour and welfare are good

Children develop a strong sense of belonging. New children are supported and settle well. Warm relationships between all children and staff help to ensure that children are confident and happy. Staff talk kindly and respectfully to children and help them to understand rules and boundaries well. Children enjoy being physically active and have regular opportunities for outdoor play. They learn about hygienic practices. For example, they wash their hands before eating. The manager and staff regularly carry out safety risk assessments to check the suitability of the environment and equipment. This helps to ensure that potential hazards to children are minimised.

### Outcomes for children are good

Children make good progress in their learning from their starting points, including those who are in receipt of funding. They are enthusiastic, motivated and keen to explore and try new activities. Children acquire the skills, knowledge and attitudes to learning that prepare them well for starting school. For example, they confidently use technology equipment, such as cameras and tablet computers.

## Setting details

<b>Unique reference number</b>	132368
<b>Local authority</b>	Newham
<b>Inspection number</b>	1089443
<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>	32
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	St Edmunds Pre-School Committee
<b>Registered person unique reference number</b>	RP906837
<b>Date of previous inspection</b>	29 April 2015
<b>Telephone number</b>	020 8472 8584

St Edmunds Pre-school registered in 1992. It is situated in Forest Gate, in the London Borough of Newham. It is open Monday to Friday from 9am until 3.30pm, during school term time only. The pre-school employs eight members of staff, including the manager, all of whom hold early years qualifications at level 3 or above. The provider receives funding to provide free early education for children aged two, three and four years.

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