

St. Annes Pre-School

200a Larkshall Road, Chingford, London, E4 6NP



Inspection date

20 March 2018

Previous inspection date

27 November 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

- All staff and managers are driven to provide high-quality care and learning for children. They are reflective practitioners and listen to the views of parents and children to maintain good standards.
- Staff are well qualified and know the children very well. They observe and assess what children can do and what children need to learn next. Staff guide parents to seek support from other agencies, to help children to make good progress in their learning and development.
- Children are confident and have high self-esteem. Their good behaviour shows they feel emotionally secure. Older children show great care and consideration towards younger children. They help younger children to engage in their play.
- Children are very independent and curious. They constantly seek their favourite toys to play with. They show particular interest in learning how things work, such as magnets and telephones.

It is not yet outstanding because:

- When key persons establish the next steps for children's learning, they do not always make sure that other staff have all of the information they need to support children as well as possible.
- Staff are not fully focused on helping children to learn about and to celebrate the different languages some children speak at home, in addition to English.

What the setting needs to do to improve further

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

- share information about what children need to learn next more effectively between staff, so that they are all able to support those children who are not their key children as well as possible
- focus more strongly on helping children to learn about and to celebrate the different languages some children speak at home, in addition to English.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend training events to extend their knowledge and skills, including child protection. They have a good understanding of the risks to children and families being drawn into extreme behaviours. Staff know the actions to take if they are concerned about a child's welfare. Good standards are maintained. Staff have addressed the recommendations from the previous inspection. For example, the reading area is attractive and invites children to explore the wide range of books provided. Staff have clear targets to further improve outcomes for children. For example, staff are working with parents to enhance the outdoor area, using funding from local businesses.

Quality of teaching, learning and assessment is good

Staff have a very good knowledge of how different children learn. They plan activities that reflect children's interests and motivate them. For example, while following children's interests to pretend to go shopping, staff encourage children to count money. Staff support children's communication and language skills very well. They ask lots of questions to get children to think and to share their ideas. For example, at registration time, they encourage children to confidently explain that in spring, leaves appear. They share their observations that the wind blows leaves off trees. Staff build highly effective relationships with other professionals. They make sure children who have special educational needs and/or disabilities receive the support they need to achieve well.

Personal development, behaviour and welfare are good

Children are happy and settle well into this welcoming and friendly pre-school. They develop strong relationships with adults and their peers. Children learn to show respect for different traditions, religious festivals and people in their community. For example, children make candles while learning about Diwali. They explore Remembrance Day and make poppies out of different materials. Children enjoy being active and develop their physical skills. They run, ride bikes, kick balls and negotiate the outdoor space safely. Children are inquisitive of the natural world around them. For example, children are fascinated by feathers. They enjoy the sensory experience of rolling feathers between their hands. Children watch intently as they observe feathers floating in the wind.

Outcomes for children are good

Children develop the skills that prepare them well for the next stage in their learning and for school, when the time comes. Children make lots of decisions in their play. They choose their favourite toys to use, move and combine in different ways. For example, children explore puppets and use them to engage with visitors to the pre-school. Children develop their early reading skills. They confidently link sounds to letters of the alphabet. Children suggest items that begin with a Z, such as, Zebra and, Zip. Children concentrate well. They know and follow the daily routine with confidence. For example, at registration time, children remind adults that they must discuss the rules before going to play. Children confidently explain that they must walk and not run to keep safe.

Setting details

Unique reference number	EY415295
Local authority	Waltham Forest
Inspection number	1130948
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	27
Number of children on roll	29
Name of registered person	St. Anne's Pre-School (Chingford) Committee
Registered person unique reference number	RP902152
Date of previous inspection	27 November 2015
Telephone number	07941 517 751

St Anne's Pre-School registered in 2010 and is situated within the London Borough of Waltham Forest. The pre-school is open Monday to Thursday from 9am until 3pm and on Friday from 9am until midday, during school term time. The pre-school employs six members of staff. Of these, the manager holds an appropriate childcare qualification at level 6 and the rest of the staff at level 3. The pre-school receives funding for two-, three- and four-year-old children.

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