

# Father Larkin Pre-School

St. Philip the Apostle Church, Coombe Road, London, SE26 6QW



## Inspection date

21 March 2018

Previous inspection date

19 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

- Children are very happy and settled in this caring and friendly pre-school. They form secure bonds with all of the staff.
- The reflective manager and her team have made effective improvements since their last inspection. For instance, they have evaluated the learning environment to ensure children are offered a broad and varied curriculum to support them to be motivated learners.
- The quality of teaching is consistently good. Staff provide children with interesting and stimulating activities which encourage them to be involved in purposeful play for sustained periods of time. For example, children delight in using their imaginations when acting out their favourite stories to music.
- Partnerships with parents are very positive. Parents are very involved in their child's learning. There are good systems in place that ensure there is two-way communication between pre-school and home to support children's development.

### It is not yet outstanding because:

- Occasionally, staff do not fully challenge children and help them go beyond what they already know, so that children of all abilities make the best possible progress.
- The managers' systems for analysing the progress made by different groups of children are not fully embedded in practice.

## What the setting needs to do to improve further

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

- make better use of opportunities to ensure all children are fully challenged
- strengthen the current arrangements for comparing the progress made by different groups of children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with practitioners, children and parents during the inspection and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the manager.

### Inspector

Dawn Larkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders' robust recruitment and vetting procedures ensure suitable staff are employed to work with children. The provider has notified Ofsted of changes to committee members. These committee members have already had Disclosure and Barring Service checks and do not work directly with the children. Staff have comprehensive knowledge of child protection issues and know how to report concerns. The manager is very up to date with changes to regulations and ensures her staff are well informed of these. EStaff's effective partnerships with other agencies ensure that all children's needs are met in a timely way. The manager works alongside the staff team to support good practice. She monitors the educational programmes to ensure that children make progress in all areas of learning.

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

Staff make effective use of observations and assessments of children's achievements. They use this information to plan activities based on children's individual needs and interests. The qualified staff team makes good use of what they have learned from training to bring role play to life. For instance, staff provide real food packaging which allows children to use their imagination when acting out situations, such as making cups of tea. This also encourages children's emerging understanding of written text, to develop their early reading skills. Staff provide children with many opportunities to develop their mark-making skills, both indoors and outside. Children delight in using their critical thinking and problem-solving skills as they investigate how different items work in the sensory tray. Staff support children's thinking and language skills by commenting on what children are doing and asking questions to further develop their understanding.

### Personal development, behaviour and welfare are good

Children are very well behaved and play well with their friends. Staff have high expectations of children's behaviour and effectively involve children in the routines of the pre-school. For example, staff give children roles during tidy-up time to help them understand what is required of them. Children develop healthy attitudes to exercise and healthy eating. Staff teach children about road safety in an imaginative way. This encourages children to understand the importance of keeping themselves safe. Staff support children's move to on school through good links with the local schools. Staff deploy themselves effectively and show children that their play is valued. This promotes children's self-esteem and well-being.

### Outcomes for children are good

All children make good progress from their starting points, across all areas of learning. They learn to listen well to stories and follow instructions. Children develop self-help skills that support them to be ready for school, such as being able to put on their own coat and fasten it. They learn to recognise their name and enjoy recognising written numerals as they ride over number lines on wheeled toys in the outside area.

## Setting details

<b>Unique reference number</b>	EY397658
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	1130504
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Father Larkin Pre-School Committee
<b>Registered person unique reference number</b>	RP527608
<b>Date of previous inspection</b>	19 November 2015
<b>Telephone number</b>	07960759045

Father Larkin Pre-School registered in 2009. The pre-school opens Monday to Thursday from 9.30am until 1.15pm, in term time only. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

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