

# St. John Fisher R.C. Pre-School

80 Imperial Close, Harrow, Middlesex, HA2 7LW



## Inspection date

21 June 2018

## Previous inspection date

4 December 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 eager to attend the pre-school and chat animatedly with staff on arrival. They are happy and settled at the pre-school. Children have formed secure bonds with staff, ensuring they are confident and keen to learn.
- Staff have established good partnerships with parents. They exchange regular information with parents about children's achievements. They guide parents effectively in supporting their children's learning at home.
- The manager is committed to pursuing excellence in all that the pre-school does. She reflects on all aspects of the pre-school. The manager and staff value feedback from parents and other professionals. They target areas to develop to maintain children's level of achievement and commitment to learning.
- The quality of teaching is consistently strong across all members of staff. They follow children's interests as they play. They ask children questions and encourage them to use their thinking skills. Staff know the children well and regularly provide them with challenge to extend their learning.
- All children make good and steady progress from their starting points, ensuring they are well prepared for their move on to school.

### It is not yet outstanding because:

- Staff do not consistently make use of opportunities to extend children's knowledge about people who are different to themselves.

## What the setting needs to do to improve further

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

- use opportunities that arise more effectively to help children explore their ideas and interests to extend their understanding about people who are different to themselves.

### Inspection activities

- The inspector observed children's play inside and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the quality of the practice with the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting 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 with staff and children during the inspection.

### Inspector

Anna Hindhaugh-Feldman

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand what they must do if they are concerned about children's welfare. They know the children and their families well. They know how to identify signs that a child may be at risk of harm. The manager ensures that staff keep their knowledge up to date. She reviews the pre-school's policies and procedures regularly. The manager supports her staff through ongoing and regular discussions about practice. Staff access professional development opportunities to develop their knowledge and understanding. They incorporate their new ideas into the provision, such as improving the outdoor play space and rearranging the classroom setup. The manager and staff check closely on children's progress. They evaluate the progress made by groups of children. This helps them to specifically target areas where children may need additional support.

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

Staff consistently engage children in good-quality learning opportunities throughout the day. Staff know what interests children have. They plan the environment to hold children's interest and motivation. Staff meet regularly with parents, especially those of children who have special educational needs and/or disabilities. They work together on targets to help children progress. Staff expertly know how to support each child's learning. Staff support literacy skills well. Younger children enjoy staff reading to them and are encouraged to take a book home from the school library. Older children know letters and the sounds they represent, and use them in their play. Many are able to recognise their own names.

### Personal development, behaviour and welfare are good

Children behave extremely well. Staff support less-confident children to negotiate and resolve conflict with their peers successfully. Staff are good role models. They are kind and considerate to each other and the children. Staff promote a healthy lifestyle within the pre-school. They cook with the children regularly and support other areas of health, for example, promoting good oral health. Children have ample opportunities to develop their physical skills. They have a daily exercise routine and access to a well-resourced garden and large play equipment. Children make good use of a broad range of toys and resources indoors and outdoors to promote their interests. This gives them choices in their play and promotes their independence.

### Outcomes for children are good

Children use mathematical concepts and count as they play. They are becoming independent and are learning to take care of their own needs. Children freely develop their ability to be creative. They access a wide range of resources to paint, cut and glue. All children, including those for whom the pre-school receives additional funding, make good progress in their learning. They develop the skills that help them progress to the next stage in their learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	509078
<b>Local authority</b>	Harrow
<b>Inspection number</b>	1128339
<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>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	St John Fisher R.C. Pre-School Committee
<b>Registered person unique reference number</b>	RP910032
<b>Date of previous inspection</b>	4 December 2015
<b>Telephone number</b>	07586345706

St. John Fisher R.C. Pre-School registered in 1992. The pre-school employs nine members of childcare staff. Of these, seven hold relevant early years qualifications at level 3. The pre-school opens from Monday to Friday, term time. Sessions are from 9.15am to 3.45pm, Monday, Tuesday and Wednesday and from 9.15am to 12.45pm, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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