

# Essex Road Pre-School

Sir Walter, Canonbury Crescent, Islington, London, N1 2FE



## Inspection date

6 July 2018

Previous inspection date

14 July 2015

<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 consistently monitors and evaluates the quality of the provision to develop and improve the good service provided.
- Staff plan a good range of activities linked to children's needs and interests. All children are well supported and make good progress from their starting points.
- Staff support children's speech and language development well. For example, they talk to the children while they play and introduce new words, which helps children develop their vocabulary and understanding.
- Staff act as positive role models to children. For example, they speak to children in a calm, quiet and respectful manner, and are warm, welcoming and caring towards them. Children's behaviour is good.
- Staff work effectively with parents and communicate with them well. Parents contribute to their children's learning and staff provide advice to help children's development at home, such as about toilet-training and eating. For example, they send home the children's learning journals which contain a range of activities that encourage healthy eating and lifestyles.

### It is not yet outstanding because:

- The manager does not monitor groups of children as effectively as possible to ensure that any gaps in learning are quickly addressed.
- Staff do not make the best use of opportunities that arise, particularly at snack time, to help children develop their independence and confidence in their own abilities.

## What the setting needs to do to improve further

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

- build on the monitoring of the progress made by groups of children, to quickly identify and address any gaps in their learning
- develop further the opportunities for children to extend their independence and confidence.

### Inspection activities

- The inspector observed activities in the indoor play area and in the outdoor play space. She conducted a joint observation with the manager and discussed the practice.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector took account of the views of the parents spoken to on the day of the inspection, and their written comments.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare. She checked evidence of the suitability of staff and the committee, and discussed the self-evaluation process with the manager.

### Inspector

Sandra Teacher

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to identify concerns about children's welfare and those who may be at risk of harm and extreme views and behaviours. Staff carry out risk assessments and identify, and remove, potential hazards to help ensure children's safety. Staff maintain appropriate staff-to-child ratios at all times, are well deployed and supervise children effectively. Staff make records of any accidents accurately and share these with parents. Managers complete checks to ensure staff are suitable to work with children and understand how to carry out their roles and responsibilities. Staff increase their professional development well to better support children's outcomes. For example, they regularly meet with other professionals and the local schools to discuss changes to legislation and childcare practices. The manager develops action plans, alongside local authority staff, to help improve practice and address any weaknesses in the provision.

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

Staff carry out observations and assessments to help them provide effective educational programmes and plan for children's next steps in learning. Staff support children's physical development well. For example, children enjoy manipulating play dough, sand and water. Their physical skills develop as they play games with balls, ride wheeled toys, balance on climbing resources, run and jump. Staff encourage children's creative skills effectively. For instance, children pretend to cook in the mud kitchen, weighing and measuring, and use the home corner to act out real-life situations. Staff help develop children's literacy skills well. For example, children enjoy listening to stories and recognise that print carries meaning. Children listen well to songs played for them and sing along loudly and clearly, following the dance instructions, such as 'stand up' and 'wave your arms'.

### Personal development, behaviour and welfare are good

Staff support children's understanding of behavioural boundaries. Children interpret their growing thoughts, needs and feelings well. They are well behaved and respectful towards others. Children appreciate and respect their own culture and the cultures of others. Children learn to keep themselves safe. Staff encourage them to manage their own personal needs. For instance, they follow good hygiene routines. Staff support children's understanding of healthy lifestyles well and work closely with the families.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their starting points. Children are confident and motivated to learn. They learn to do things for themselves and make choices. Children concentrate well during activities. They use their imagination and small muscles as they play with small toy figures. Children are well prepared for their next stage in learning, including school. Those who will be leaving soon, learn to recognise their new badges and uniform.

## Setting details

<b>Unique reference number</b>	EY414760
<b>Local authority</b>	Islington
<b>Inspection number</b>	1130933
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Essex Road Pre-School
<b>Registered person unique reference number</b>	RP530010
<b>Date of previous inspection</b>	14 July 2015
<b>Telephone number</b>	02073543944

Essex Road Pre-School registered in 2011. It is based in the London Borough of Islington. The pre-school is open between 9am and 3pm during term time. It provides funded early education for two-, three- and four-year-old children. The pre-school employs five members of staff, all of whom hold suitable childcare qualifications.

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