

St James' Pre-School

171 Fortis Green Road, LONDON N10 3BG



Inspection date	11 September 2018
Previous inspection date	23 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager and staff have successfully addressed the areas for improvement that were identified at the previous inspection. Together, they ensure that children make good progress and enjoy their learning.
- The pre-school is a welcoming setting which is valued by parents, staff and children. The strong values that underpin the pre-school's work support children's personal development and well-being effectively.
- Staff have a secure understanding of how children learn and develop. They use settling-in procedures effectively to ensure that children's individual needs and interests are understood. Staff plan activities effectively to build on children's knowledge and skills.
- The curriculum is strong. Staff make good use of visitors and specialists to enhance children's skills, such as in ballet, ball skills and in their understanding of farm animals.
- Staff work well with parents and provide them with useful information about children's learning. Parents are overwhelmingly positive about the nurture and care provided.

It is not yet outstanding because:

- Sometimes, staff miss opportunities to extend children's thinking skills and offer appropriate levels of challenge in children's learning.
- Staff interactions with children are not consistently of the highest quality, particularly in enabling children to make even better progress in their language and communication development.

What the setting needs to do to improve further

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

- make the most of opportunities to extend children's thinking skills and provide appropriate levels of challenge in their learning
- strengthen the quality of teaching so that adult interactions with children are of a consistently high quality to enable children to make even better progress, particularly in their language and communication skills.

Inspection activities

- The inspector observed different activities and considered the impact these have on children's learning.
- The inspector observed learning with the manager and discussed the systems used to monitor staff practice.
- The inspector spoke to several parents at the start of the day and considered the written responses to a recent survey.
- The inspector spoke with staff and engaged with children at appropriate times.
- The inspector held discussions with the manager. He sampled documentation related to children's progress, staff suitability and safeguarding.

Inspector

Gary Rawlings

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are well trained and have an up-to-date understanding of safeguarding procedures. Staff know how to make referrals to the designated safeguarding leader and how to manage allegations against other members of the team. The manager has an accurate understanding of the pre-school's strengths and areas for improvement. She uses feedback from parents, staff and children to write improvement plans each term. Staff speak positively of the professional development opportunities they are given to improve their teaching skills. The manager meets with staff regularly to discuss their practice and provides helpful feedback on how to improve. Staff continually look for ways to improve the setting. For example, they have improved the outdoor area considerably and used fundraising from parents to install a climbing frame to improve children's physical development and make outdoor play even more fun.

Quality of teaching, learning and assessment is good

Staff meet regularly to discuss children's learning and progress. Activities are planned effectively and take into account children's different starting points and next steps. Staff use observations and assessments accurately to ensure that children make good progress. Children confidently explore the learning environment. They practise their physical skills, for example, by making dough and enjoy being creative as they paint pictures and create collages. Staff promote children's reading skills well. Children are well supported to learn about letters and sounds and show a love of reading. The manager's focus on improving children's storytelling skills is having a positive impact on their learning. All areas of the pre-school are well resourced. Children access the toys they need to pursue their own interests. Children concentrate well and for sustained periods, such as when they fill the watering cans from the water vat to feed the tomatoes and prepare the 'soup' for tea.

Personal development, behaviour and welfare are good

Children behave well. They are well supported to understand the pre-school's rules and respond very quickly to the well-embedded routines. Staff are positive role models for children's behaviour. They help children to understand the importance of sharing and praise children for showing kindness to others. Children are safe and secure and move around the pre-school with confidence. Staff work well with parents to establish strong care routines, such as helping to achieve toilet training. The inclusive ethos of the setting means that everyone feels valued. Children have a wide range of opportunities to learn about others, including faiths and celebrations.

Outcomes for children are good

Children make good progress in their learning. They are working at the levels expected for their age and are well prepared for the next stage in their learning. Staff work closely with other settings that children attend, including childminders to ensure that children's achievements are shared. Children acquire good speaking and listening skills. They show strong levels of independence, such as by helping to prepare snacks for their friends and by washing their hands without being asked.

Setting details

Unique reference number	140458
Local authority	Haringey
Inspection number	10060854
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	25
Name of registered person	St James' Pre-School Muswell Hill Committee
Registered person unique reference number	RP517513
Date of previous inspection	23 September 2015
Telephone number	0208 4444033

St James' Pre-School registered in 1998. It operates from Birchwood Hall in Muswell Hill, in the London Borough of Haringey. The pre-school is open from 9am to midday Monday and Friday, and from 9am to 4pm Tuesday, Wednesday and Thursday, during term time only. There are eight members of staff, of whom one holds early years professional status and one holds qualified teacher status. All remaining staff hold appropriate early years qualifications at level 3 or level 4.

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