

# Peter's Preschool

St. Peters Centre, Sumner Road, West Harrow, Middlesex HA1 4BX



<b>Inspection date</b>	27 September 2018
Previous inspection date	27 April 2016

<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 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 experienced manager and her dedicated staff team 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.
- Children are motivated to play and learn. They arrive excitedly and immediately choose what to do from a good range of interesting resources and activities. Children engage well and show determination and concentration during play.
- The manager reviews the progress each individual child and selected groups of children are making. When any gaps in children's learning are identified, they plan ways to help them to catch up.
- Staff support children's understanding of leading a healthy lifestyle well. For example, they provide healthy snacks and encourage children to follow good hygiene practices, including handwashing procedures.
- 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:

- Staff do not consistently encourage children to manage tasks for themselves so that they become even more independent during daily routines.
- Sometimes, staff do not make the most of every opportunity to challenge and extend children's learning to help them achieve at the highest level.

## What the setting needs to do to improve further

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

- provide more opportunities for children to manage tasks for themselves so that they become independent in their learning
- make the most of all opportunities that arise to extend and challenge children's learning consistently at the highest level.

### 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 staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- 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 took account of the views of several parents during the inspection.

#### Inspector

RIZWANA Nagoor

## Inspection findings

### Effectiveness of leadership and management is good

The manager has a thorough understanding of her responsibilities and implements rigorous procedures to ensure they meet requirements. Safeguarding is effective. All staff have received effective training to understand their responsibility to identify and report any concerns relating to children's welfare or the conduct of an adult. Staff supervision and appraisal meetings are held regularly with the management team to support staff. Furthermore, individual staff training and self-evaluation help staff to assess and improve their individual roles and responsibilities. Children who have special educational needs (SEN) and/or disabilities receive good support. Staff work closely with other professionals to meet children's specific learning and care needs effectively. Staff complete daily checks of the environment and take appropriate steps to minimise any potential risk to children.

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

Staff use a variety of effective teaching strategies to build on children's learning and engage them in purposeful play. Children practise their mathematical skills well. For example, they roll out the biscuit dough, cut out different sized shapes using cutters, compare the sizes and count them. Staff fully encourage children's interest in books and stories. They promote children's reading skills well. For example, children borrow books from the pre-school library to read at home with their parents. Staff encourage their communication and language skills. For example, they introduce children to a wide range of new words and extend their learning using effective strategies, such as open-ended questioning. This supports children's growing vocabulary very well.

### Personal development, behaviour and welfare are good

Children behave well and show kindness towards each other. Staff are good role models and support children to learn about others. For example, they provide regular opportunities for children to socialise with the local community and learn about festivals from cultures other than their own. Staff promote children's personal, social and emotional development with regular praise and encouragement. Children have plenty of opportunities to develop their physical skills outside in the fresh air. For example, they have fun in the mud kitchen, creating 'mud pies' using conkers. They show good concentration skills and imagination as they share their own ideas. Staff demonstrate a good quality of teaching throughout the nursery.

### Outcomes for children are good

All children are making effective progress in their learning given their starting points and capabilities. For example, they are confident, sociable, physically active and enjoy spending time with their friends. Children are keen to talk about their experiences from home through their play. They are acquiring the key skills they need for future learning.

## Setting details

<b>Unique reference number</b>	509086
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10063411
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Peter's Pre-School Committee
<b>Registered person unique reference number</b>	RP905311
<b>Date of previous inspection</b>	27 April 2016
<b>Telephone number</b>	07726311695

Peter's Preschool registered in 1987. It employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday from 9.30am until 12.30pm, through school term times. It provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have SEN and/or disabilities and children who speak English as an additional language.

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