

# Chattertots Harrow Pre School Language Resource



Earlsmead Primary School, Arundel Drive, Harrow HA2 8PW

<b>Inspection date</b>	17 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- The manager is highly inspirational. Very high expectations motivate staff to work closely as a team to provide the highest-quality care and teaching. Staff work extremely closely together with the manager to evaluate and reflect on their practice. They incorporate the views of parents and children into plans for further development.
- Children who have special educational needs (SEN) and/or disabilities receive exemplary levels of support. Staff place an exceptionally strong focus on helping children to develop their language and communication skills. They work extremely closely with other professionals to identify and provide the support children need.
- Staff provide highly stimulating activities for all ages and meticulously enhance activities further while children are fully engaged to support learning and development. Children make remarkable progress from their unique starting points.
- Children are extremely confident, happy and secure. Highly responsive staff offer children exceptional levels of emotional support. Staff are excellent role models to the children. Children thrive in this inspiring environment.
- Partnerships with parents are excellent. Staff fully include parents in their children's ongoing learning. They regularly exchange information with parents and provide workshops for them to help ensure consistency between home and setting. Parents praise the excellent care, support and learning opportunities the staff provide.

## What the setting needs to do to improve further

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

- extend the already excellent use of information from assessments to further check on 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 had on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector held meetings with the manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to and looked at written views from parents during the inspection and took account of their views.

**Inspector**  
Laxmi Patel

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager and staff have excellent knowledge of safeguarding procedures. They are highly proactive in protecting children from harm and know exactly what to do should they have concerns about a child's safety or welfare. Robust recruitment and ongoing checks help to ensure adults are suitable to work with children. The manager supports staff extremely well. Staff attend a wide range of training opportunities that supports them to improve their teaching skills continually. The manager has a secure overview of children's individual progress. She supports staff to make extremely accurate assessments of children's learning and identify precise next steps for each child to challenge and enrich their development. The manager recognises the potential within the tracking arrangements to focus more precisely on the achievement of all groups of children to continue to maintain excellent outcomes.

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

High-quality teaching methods from all staff enhances children's enjoyment of learning. Staff expertly support children's language development to help them rapidly expand their communication skills. For example, staff use sign language, facial expression, and demonstrate and use picture cards exceptionally well to support children's understanding. All children enjoy singing their favourite songs and rhymes. They skilfully count down from five to one as they sing and do the actions to songs. Staff expertly extend the children's learning by adding mathematical challenges. For example, children enjoy working out how many more they need to make four and how many they would add to make ten. Staff are animated while reading and expertly promote new words and sounds. They capture the attention of children with imaginative reading and expressive intonation to bring stories to life. Staff repeatedly explain about turning the next page so that children understand that stories continue sequentially.

### Personal development, behaviour and welfare are outstanding

Children behave exceptionally well. They enjoy regular fresh air in the outdoors and engage excitedly in energetic play to help develop their physical skills and promote their understanding of healthy lifestyles. Staff continually support children's independence, for example, as they learn to wash their hands, put on their coats and serve their own snack. Children gain superb first-hand opportunities to expand their understanding of people, families and communities through creativity, imagination and teaching. Staff support children to negotiate with each other in sharing and taking turns with toys.

### Outcomes for children are outstanding

All children demonstrate exceptional positive attitudes to learning. Children who have SEN and/or disabilities are quickly identified and make rapid progress due to highly personalised and stimulating activities. Children are highly motivated and eager to take part, listen, concentrate and think. They are exceptionally well prepared for their next stage in learning and for school.

## Setting details

<b>Unique reference number</b>	EY538146
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10076986
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Harrow Pre-School Language Unit
<b>Registered person unique reference number</b>	RP518910
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	020 8958 2351

Chatter Tots Harrow Pre School Language Resource registered in 2016. The pre-school is open Monday to Friday, during term time only, from 9.15am until 12.15pm. It employs six members of staff. Of these, four staff hold appropriate early years qualifications at level 3 or above and one at level 6. A speech therapist is also on site three mornings per week and an assistant speech therapist works with the children two mornings per week. The pre-school mainly supports children who have special educational needs and/or disabilities and only those referred through the speech therapy team. The pre-school receives funding to provide free early years education to three- and four-year-old children.

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