

# Park Avenue Pre-School

Park Avenue, ENFIELD, Middlesex EN1 2BA



<b>Inspection date</b>	15 November 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Staff give careful thought to how they organise the environment. They provide a very welcoming and stimulating setting and children are eager to play and explore.
- Staff take careful note of children's interests and plan activities to engage and challenge children. Staff use their accurate observations to monitor individual children's progress across all areas of learning. They have a good understanding of how children learn. Children make good progress in their learning, personal development and confidence.
- Children have many opportunities to do things for themselves. For example, they choose what to play with and select cutlery and crockery at snack and meal times. Children learn good hygiene routines to help promote their good health.
- The manager and the whole staff team continuously reflect on the provision. They work closely with other professionals and discuss their whole-team training priorities to help them make improvements. The manager has developed good links with local schools and works closely with the school staff to ease transitions when children move from the pre-school into school.
- Partnerships with parents are good. Parents speak very highly about the care provided by staff. They comment positively on the recent improvements and enjoy the regular feedback they receive about their children's time at the pre-school.

### It is not yet outstanding because:

- On occasion, staff ask questions too quickly without giving children enough time to think about their answers.
- Although the manager successfully monitors the progress of individual children, she does not evaluate the progress of different groups so that she can identify gaps in learning more effectively.

## What the setting needs to do to improve further

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

- create more opportunities for children to develop their thinking skills
- extend monitoring systems to include the evaluation of the progress made by different groups of children.

### Inspection activities

- The inspector observed activities in the hall and the outside area to make a judgement on the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with children, parents, managers and staff at appropriate times during the inspection.
- The inspector sampled documentation, including staff files, children's development folders and records of partnership working with other professionals.

### Inspector

Lesley Hodges

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff fully understand their responsibility to safeguard children. They know the procedures to follow should they have concerns about a child's welfare. Staff have comprehensive, up-to-date knowledge of current safeguarding issues. The manager uses effective systems to check that staff continue to be suitable to work with children. The pre-school is safe, secure and welcoming. Staff carry out risk assessments to minimise risks to children's safety.

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

Staff use their detailed observations of children to plan for their future learning and to provide enjoyable activities for children of all ages. Children enjoy group sessions. During the inspection, children excitedly built a small wall with soft bricks to sit on. They sang songs and joined in with the actions. Staff provide many opportunities for children to practise their early writing skills. For example, children use chalks on large boards and draw around their hands with staff support. Staff and children relax in the cosy book area to share stories. Children delight in pointing at pictures and repeating words. These activities help to encourage children's early interest in reading and writing.

### Personal development, behaviour and welfare are good

Staff take time to understand and meet children's individual learning and care needs. They work in partnership with parents to help children to settle in when they are new to the setting. For example, staff make sure that children's favourite toys are available for them to select. Staff speak children's home languages with them when English is not their first language. This helps them to become familiar with the routines and helps to introduce other languages into the setting. Children's behaviour is good. They are considerate to each other and play happily together. Older children help their younger friends with small tasks, such as putting on aprons for messy play. Children love to play outside and enjoy a wide variety of activities in the garden. They ride bicycles and balance on beams. Children learn the rules of the setting and enjoy talking about them during group time.

### Outcomes for children are good

Children are active learners, who are keen to explore all areas of the environment. Older children confidently take photographs and investigate different materials, such as plastic and metal, by using magnets and metal detectors. Children learn about shapes and numbers. They sound out letters as they play and older children learn to recognise the letters in their names. Children count spontaneously as they play and enjoy comparing different features of the models they have made. Children think about their own needs. For example, they stop to consider if they need to wear their coats for outside play.

## Setting details

<b>Unique reference number</b>	EY538286
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10079113
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory 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>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Croyland Pre-School Committee
<b>Registered person unique reference number</b>	RP525738
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07834775247

Park Avenue Pre-School registered under new ownership in 2016. The pre-school is located in a church hall in Bush Hill Park within the London Borough of Enfield. The pre-school is open Monday to Friday from 9am to 3pm during term time. The provider employs seven members of staff, all of whom hold appropriate early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

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