

# Essex Park Community Pre-School

Essex Hall, 5 Essex Park, Finchley N3 1ND



<b>Inspection date</b>	17 January 2019
Previous inspection date	16 March 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

### This provision is good

- The manager monitors the quality of teaching and learning effectively. She guides staff practice well and provides good opportunities for staff to develop their professional skills further.
- Staff make good use of training and use the information gained to improve learning outcomes for children. For example, they have expanded the opportunities for children to explore making marks and practise drawing and writing, helping to enhance their early literacy skills.
- Children enjoy being imaginative and express themselves freely in many different ways, such as through music, dancing, painting and role play.
- Staff provide very good support for children's emotional needs. The effective key-person system helps children to form strong bonds with staff right from the start. Parents comment on how quickly the staff get to know their children's particular traits and how well they cater for their individual needs.
- Children demonstrate good levels of independence and complete small tasks confidently and adeptly. For example, at snack time they enjoy assisting with tasks, such as handing out cups and plates, and peeling fruit.
- Staff occasionally miss opportunities to help children learn about numbers, shapes and measurements.
- The manager has not explored all ways to seek parents' views on the provision, to further strengthen self-evaluation and plans for improvement.

## 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 support children's knowledge and understanding of mathematics
- develop further the opportunities for parents to contribute their views on the provision.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and took account of their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager has robust procedures for recruiting new staff and to check their suitability. Staff regularly review and update their safeguarding knowledge and have a good understanding of their role in keeping children safe. They know the signs that may indicate a child is at risk from harm and how to report any concerns about children's welfare. The manager evaluates the provision well and makes plans to improve the outcomes for children. There is a strong focus on ensuring that children acquire the skills and attitudes they need to make a successful start at school. Staff have developed close links with local schools, to share information about children, helping to ensure that their welfare and learning needs are well provided for when they move on to school.

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

Staff observe the children's play to find out about their interests and what they know. They use this information effectively to plan interesting and challenging experiences which help all children to make good progress. Staff are highly skilled at supporting children's language development. For example, they provide regular language group sessions which focus on strengthening specific skills, such as listening, understanding and speaking. They work closely with parents and other professionals to support children who have special educational needs and/or disabilities (SEND), helping them to achieve as much as they can.

### Personal development, behaviour and welfare are good

Children appear happy and ready to learn when they arrive at the pre-school. This demonstrates a secure sense of belonging and emotional well-being. Staff are good role models and promote respect and tolerance towards others. They guide children's behaviour well and foster children's awareness of each other's needs and feelings. Children's behaviour is good. Staff teach children good hygiene routines, such as washing their hands before eating and after using the bathroom. Older children become confident and capable in following these routines independently.

### Outcomes for children are good

Children show high levels of curiosity as they explore materials and investigate their own ideas. For example, they discover how to create different colours by mixing paint and use magnifying glasses and binoculars to examine people and objects in different ways. Children, including those who receive funding and those who have SEND, make good progress, given their individual starting points and abilities. Children who speak English as an additional language make steady progress alongside their peers. They become fluent communicators and complete age-appropriate tasks.

## Setting details

<b>Unique reference number</b>	EY417294
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10061419
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Essex Park Community Pre-School Committee
<b>Registered person unique reference number</b>	RP904654
<b>Date of previous inspection</b>	16 March 2016
<b>Telephone number</b>	0208 346 5490

The Essex Park Community Pre-School was registered in 2010. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at levels 3, 5 or 6. The pre-school opens from Monday to Friday during term times only. Sessions are from 9am to 12.30pm, with an optional breakfast club at 8.30am. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

