

St James with St Lukes Pre-School

St. James Church, Perry Road, HARLOW, Essex CM18 7NP



Inspection date	8 February 2019
Previous inspection date	4 June 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

This provision is good

- Children enjoy their time at the pre-school. They are confident and friendly. Children form close bonds with staff and this helps them to feel secure. They develop a sense of belonging as they bring items into the setting to be viewed by others and look at photographs of their families displayed.
- Staff are vigilant and keep children safe. They build effective partnerships with parents and support families well. Staff use an electronic system which parents can access to record children's progress. This helps them to keep in touch with parents and share special moments.
- All children make good progress from their starting points. Staff are quick to notice any delays in their learning and development. They engage closely with parents and seek support from appropriate professionals. This ensures that children receive the interventions they need to help them progress.
- The manager takes account of the views of parents and local authority advisers when planning for the ongoing development and improvement of the setting.
- The manager does not supervise staff as rigorously as possible, to ensure consistency in the quality of teaching.
- Staff do not have frequent opportunities to reflect on their own and each other's practice, to enable accurate evaluation of activities and use of resources.

What the setting needs to do to improve further

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

- develop systems for rigorous staff supervision and highly focused performance management, to raise the quality and consistency of teaching to the highest level
- increase opportunities for staff to reflect on their own and each other's practice to enable them to accurately assess the quality and effectiveness of activities and resources.

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 carried out a joint observation with the deputy manager.
- The inspector held discussions with the manager and spoke to directors, staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's records and policies and procedures.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

Staff are well qualified and they have frequent access to training. Some staff are trained in paediatric first aid. The manager ensures that there is always someone on site who is confident to administer first aid in the event of an accident. Safeguarding is effective. Staff have a good knowledge of child protection and know how to identify any signs that a child may be at risk. They know the procedures to follow if they have a concern and where to report it to. Procedures for staff recruitment follow safe practice and the suitability of all adults in contact with children is checked. The manager analyses children's developmental records, individually and in groups, to check if there are any areas of learning that need more attention.

Quality of teaching, learning and assessment is good

Staff know the children well. They understand how they learn and what they need to learn next. Staff talk to children all the time to help to develop their communication and language skills. They learn words in a variety of languages to support children who speak English as an additional language. Staff are playful with the children and provide exciting activities that children enjoy. For example, staff use shaving foam to help children learn to make marks with their fingers, to encourage early writing skills. They show them how to clap their hands together with the foam and children squeal with delight as they experience an indoor 'snowstorm'. Children develop good mathematical skills, such as matching and counting. For instance, staff introduce a shopping game where children match picture cards to items in their trolleys. They trace numbers on magnetic boards and line the numbers up in sequence.

Personal development, behaviour and welfare are good

Children enjoy the freedom of being outdoors. They experience lots of natural resources outside, such as mud, plants, logs and water. They balance on beams and ride around on tricycles and scooters, developing their physical skills. Children learn to be independent. They put on their coats by themselves and learn to fasten their zips. Staff monitor children's lunches and provide healthy snacks. Children learn about foods that are good for their health. Younger children and their parents are supported with potty training and reducing the use of dummies, which helps with their speech. Older children enjoy exploring an interest table where there are artefacts from other cultures. Books are used well in the setting and all children pay attention well to a story. Staff use props to support stories and children are proud and confident to stand in front of the group to perform the actions.

Outcomes for children are good

Older children learn skills that help them to become ready for school. They recognise the letters in their name and numbers displayed in the setting. Children's behaviour is good. They learn to take turns and share. They learn about manners and how to take care of their friends. Younger children enjoy exploring resources that stimulate their senses, such as lights and different textures and shapes. Children make marks with chalks and pencils in all areas of the setting and practise skills for the future.

Setting details

Unique reference number	EY428389
Local authority	Essex
Inspection number	10059543
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	37
Name of registered person	St. James' With St. Luke's Pre-School
Registered person unique reference number	RP901798
Date of previous inspection	4 June 2015
Telephone number	07932213960

St James with St Lukes Pre-School registered in 2011. The pre-school opens Monday, Tuesday, Thursday and Friday from 9am to 12noon and from 12.45pm until 3.45pm and on Wednesday from 12.30pm until 3.30pm, during school term time only. There are six members of childcare staff, five of whom hold appropriate early years qualifications at level 3 and above. The pre-school provides funded early education for two-, three- and four-year-old children.

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