

The Vestry Pre-School

St. Marks Church, Abercorn Place, LONDON NW8 9YD



Inspection date	28 February 2019
Previous inspection date	11 March 2016

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

- Staff provide a welcoming and happy environment for children to learn and play. Children have a good range of toys and resources available to them and staff plan stimulating activities to meet their individual needs well.
- Parents speak highly of the pre-school. They describe the pre-school staff as 'caring and nurturing', praise the rapport staff have with children and the ways parents can be involved in the pre-school. Staff share information with parents to help them understand how children's learning can be further supported at home.
- Staff promote children's communication and language skills well. For example, they engage in conversations with children, use new words, model good pronunciation and listen to what children have to say. Children talk about their experiences at home and are learning how to show respect for others through social conversations.
- Children are well behaved and respond positively to staff's reinforcement of good behaviour. Children of all ages are eager to do things for themselves and staff respect this. This contributes effectively to children's emotional development.
- All children make good progress. Staff carry out thorough assessments of children's development and any emerging concerns about their progress are discussed with parents and strategies are put in place to quickly close any gaps in learning.
- The manager and staff are ambitious and committed to continuous improvement. Clear and concise action plans are in place and implemented well to achieve and maintain good standards. However, for the changes to have a more rigorous impact, the manager needs to use the voice of parents and children more effectively in the evaluation of the pre-school.
- At times, staff miss opportunities to build challenge into activities to support children's learning and development further.

What the setting needs to do to improve further

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

- review and strengthen how the voices of parents and children are used in the evaluation of the preschool
- ensure that staff provide all children, regardless of their ability, with appropriate challenge in order to help them make the best possible progress.

Inspection activities

- The inspector observed the staff's teaching and their interactions with children indoors and outdoors.
- The inspector observed an adult-led activity with the manager and held a discussion with her about staff's teaching and children's learning.
- The inspector spoke to staff and children and held a meeting with the manager.
- The inspector looked at a sample of paperwork, including staff qualifications and suitability checks, and safeguarding policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The leader and managers follow robust procedures to recruit and monitor staff's suitability. Staff have a good understanding of the procedures that they should follow if they have concerns about a child's welfare. Staff have detailed inductions and attend regular meetings and supervisions. Overall, staff are keen to develop their skills and knowledge further. For instance, they attend training and carry out research. The manager has developed effective partnerships with other professionals to support children and their families.

Quality of teaching, learning and assessment is good

Staff know the children well and follow their interests. They develop secure relationships with the children and their families. The manager and staff monitor children's development well. They establish starting points when children enter the pre-school, observe and assess children and plan targeted activities which support each child's individual needs. Children's literacy skills are well supported. Staff read stories and sing songs with the children. Younger children are able to predict what may happen next in a story and older children are beginning to learn about letters and the sounds they represent. Children have ample opportunity to learn outdoors. They develop their large muscle skills, for example they run and use large play equipment competently.

Personal development, behaviour and welfare are good

Children are well behaved. They play cooperatively, take turns and show respect for each other and for adults. They are very proud of their achievements, for instance when they are able to throw a ball through a net they give a celebratory cheer. Staff are aware of children's needs and respect the choices they make. For example, when children say they are cold outside, they can choose to play inside. Children learn about leading a healthy lifestyle. They follow good hygiene routines and talk about the importance of eating healthy food at snack time. Children learn about their local community and enjoy trips out, for instance they visited a famous local recording studio and wrote their names on the wall. Children learn about people who are different to themselves, for example through celebrating a wide range of festivals.

Outcomes for children are good

All children, including those with special educational needs, make good progress and are developing into independent learners. They are well prepared for their next stages of learning and ultimately for school. Children enjoy books and during group story times, and they confidently express their views and ideas. Children learn about shape and size as they use dough, and know they need more dough to make bigger shapes.

Setting details

Unique reference number	EY458051
Local authority	Westminster
Inspection number	10075362
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	14
Number of children on roll	14
Name of registered person	The Vestry Pre-School
Registered person unique reference number	RP532293
Date of previous inspection	11 March 2016
Telephone number	0207 624 2705

The Vestry Pre-School re-registered in 2013. It is based in St John's Wood, in the London Borough of The City of Westminster. The pre-school is open each weekday from 9am to midday during term time only. It receives funding for the provision of free early years education for children aged two, three and four years. The pre-school employs three staff, two of whom hold appropriate early years qualifications at level 3.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

