

# Handsworth Pre-School

Highams Park Baptist Church, Cavendish Road, LONDON E4 9NG



<b>Inspection date</b>	21 March 2019
Previous inspection date	Not applicable

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

- Leaders evaluate the pre-school well. They are clear about their strengths and they have in place an action plan to continually strengthen children's experiences. For example, to increase opportunities outside to provide more challenge for children and to help extend their physical development.
- Staff work closely with parents and other professionals to identify and close any gaps in children's development. They complete an individual support plan for children with special educational needs and/or disabilities to ensure that opportunities are tailored to meet their needs.
- Staff support children to develop their social skills effectively. They plan group activities for children to play with each other and remind them to share and take turns to use resources.
- Staff observe and assess children's learning well. They use this information to plan stimulating opportunities for them to enjoy and to help them develop new skills. Staff move around to interact with children and support them to make good progress, in comparison to their starting points.
- Staff do not support children to develop the skills to manage some small tasks on their own, including their personal care needs.
- Staff miss some opportunities during children's play to challenge and stretch their learning, in particular to strengthen their understanding of different people and cultures.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop their independence even further
- make better use of opportunities to extend children's understanding of people and cultures that are different to their own.

### Inspection activities

- The inspector observed the quality of teaching in the playroom and outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the leaders during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders ensure staff, parents and committee members are familiar with the safeguarding policies and procedures, including what to do if they have any concerns about children's safety. Leaders ensure all staff are vetted and suitable to work with children. Leaders complete a thorough induction with new staff to ensure they are familiar with the daily routines. They encourage staff to develop close relationships with children and parents to enable strong working partnerships and to help build their trust. Leaders make effective use of supervision meetings, appraisals and spot checks to evaluate and offer guidance to staff. They arrange professional development opportunities to help enhance staff's practices. For example, staff attend behaviour management training and they develop new skills to encourage children's positive behaviour. Leaders monitor individual children's progress well and use this information to plan what they should do next.

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

Staff work closely with parents to share information about children's learning. They plan opportunities to support children's development, both at the pre-school and at home. For example, staff encourage parents to read books to children at home to help strengthen their literacy and language development. Staff plan interesting activities for children to develop their sensory and creative skills. For example, as children explore with paint and dough, they feel the different textures and learn how to make designs. Children show interest in the role-play area. They play with their friends and use their imagination well. For example, they happily use the pots and spoons for pretend cooking at the mud kitchen table. Staff support children to develop their communication skills effectively. For example, they ask simple questions to develop their speech and listening skills.

### Personal development, behaviour and welfare are good

Children are happy at the pre-school. They form close attachments with their key person and know when to seek adult support. Staff model positive behaviour for children to copy and learn. For example, they display good working relationships with their colleagues, listen to children and address them using their name. Staff set clear boundaries to help children learn right from wrong. Children develop their physical skills effectively. For example, they learn to handle a range of tools during their play and to do different movements with their body successfully. Staff offer regular praise and encouragement to children so that they know they are doing well and to make them feel proud of themselves.

### Outcomes for children are good

Children make good progress and develop the skills required to help them move on to the next stage in their learning. For example, they follow simple instructions and express themselves well. Children display good mobility, balance and coordination. They are keen to learn and willingly try new activities. Children explore with colours and learn to identify these successfully. They listen attentively to stories and respond to questions appropriately. Children practise making marks to help develop their early writing skills.

## Setting details

<b>Unique reference number</b>	EY543123
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10089756
<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>	28
<b>Name of registered person</b>	Handsworth Pre-School Committee
<b>Registered person unique reference number</b>	RP525280
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07932 154133

Handsworth Pre-School registered in 2016. It is situated in Highams Park, in the London Borough of Waltham Forest. The pre-school operates from 9am to midday, during term time only. The provider currently employs eight staff, including the manager. Of these, five staff hold early years qualifications at level 3 and two staff hold early years qualifications at level 2.

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.

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