

Elgin Pre-School

The Community Centre, Hermes Close, Kincardine Gardens, LONDON W9 3RP



Inspection date	19 March 2019
Previous inspection date	21 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

- The manager and her staff are ambitious, well qualified and experienced. They talk with excitement about their imminent move to new premises, and have effective plans in place to support children and parents with the transition.
- The environment is well resourced. Children benefit from a stimulating range of resources and learning opportunities, indoors and outside. Children are motivated to explore and show an eagerness to learn.
- Children are well supported to learn about risks, and how to use tools safely. For example, they sing a song about holding onto the handrail and looking forwards, as they go down the stairs, and staff support younger children to learn to use scissors with care and precision.
- Staff understand how children learn and play. They deploy themselves effectively, and play with enthusiasm alongside children.
- Children are happy and confident. There is an effective settling-in system used to help children to feel emotionally secure and create a strong sense of belonging. Staff use information shared by parents to build strong bonds with children, who are keen to share their experiences and come for comfort, when required.
- All children, including those who receive additional funding, make good and steady progress from their starting points. They learn skills which will support them effectively in their move on to the next stage of their learning and eventually school.
- The manager and staff monitor and plan well for children's individual progress. However, they are yet to make the most of information shared by parents from home.
- The manager evaluates the quality of the pre-school continually, and regularly talks with staff about improvements and changes they should make. However, the impact of these changes is not rigorously monitored enough to ensure children make even better progress.

What the setting needs to do to improve further

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

- further strengthen the existing good partnerships with parents and build on opportunities for them to share information about their children's learning at home
- review and strengthen how the pre-school is evaluated to ensure all children make the best possible progress.

Inspection activities

- The inspector observed staff's interactions with children, and assessed the impact these have on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times of the day.
- The inspector spoke with parents and considered their views of the pre-school.
- The inspector read some of the pre-school's documentation, including the suitability of staff working on the premises.
- The inspector completed a joint observation with the pre-school manager.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good knowledge of child protection issues, and fully understand the actions to take if they have a concern about a child. Staff are vigilant about children's safety. They carry out regular risk assessments and daily checks to identify and reduce potential hazards. Staff speak positively about the support the manager gives them. She provides staff with regular supervision, and identifies strengths and areas for improvement. They have ample opportunities to attend training to improve their practice. The manager and staff monitor the progress children make, identify any gaps in learning, and swiftly put in place strategies to support their needs. For example, they work in partnership with other professionals to put in place effective targets for improvement. The manager considers carefully how they should best use additional funding to benefit children where it is needed most. Parents speak highly about the care their children receive and are kept informed about their general progress. They say the pre-school feels like a 'real community'.

Quality of teaching, learning and assessment is good

Staff provide a range of exciting activities and resources. For example, children eagerly paint each other's hands to make rainbow handprints for Mother's Day. Group activities are well organised. All children are given time and space to think about questions, and are encouraged to use their problem-solving skills. Children's communication and language development are supported well. For example, staff engage in interesting conversations with children as they share their ideas. They repeat key words and phrases, and introduce new words as children play. Staff support children's understanding of mathematical concepts effectively. For instance, children count as they play and talk about size and shape.

Personal development, behaviour and welfare are good

The children learn how to take turns and share as part of the daily routines and during activities. Children's behaviour is good. They show high levels of independence. For example, children independently wash their hands and follow good hygiene routines. The staff provide ample opportunities for children to develop their large muscle skills, for instance on a wet day they use the hall to run, use bicycles and practise their ball skills.

Outcomes for children are good

Children of all ages, including those who receive additional funding and those who speak English as an additional language, make good progress across all areas of learning. Children are competent in managing their self-care needs, relative to their ages, and make independent choices about their play. Children develop good literacy skills. For example, older children listen to stories with high levels of focus and enjoyment and younger children join in with the words and actions of their favourite songs. Children are able to recognise their own names and some letters of significance.

Setting details

Unique reference number	135034
Local authority	Westminster
Inspection number	10066755
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	20
Number of children on roll	28
Name of registered person	Elgin Estate Playgroup Committee
Registered person unique reference number	RP902196
Date of previous inspection	21 March 2016
Telephone number	0207 289 7895

Elgin Pre-School registered in 1992. It is located in Maida Vale, in the London borough of the City of Westminster. The pre-school operates from 9am to 3.30pm on Monday to Friday, during term time only. It receives funding to provide free early education for children age two, three and four years. The provider employs seven members of staff, all of whom hold relevant childcare qualifications at level 2 or above.

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