

# Inspection of Anglo-Russian Pre-School Ltd

Abbey Road Baptist Church, 16a Abbey Road, LONDON NW8 9BD

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Inspection date: 5 July 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and secure within the setting. They are greeted by staff in their home language, which helps to give them a sense of belonging. Children speak to each other and members of staff positively. Staff listen and respond appropriately to children, making them feel valued. Children confidently choose activities or work with members of staff in small groups. The support for their language and communication is strong. Children are all at least bilingual, and most are able to speak well in their home language of Russian and English. They understand English even when they are unable to express themselves clearly. Older children take part in English lessons with a qualified teacher to prepare them for school and the next stage in their learning.

Staff have a set routine for the day but also follow the needs of individual children. For instance, when children do not want to join in with the morning exercise routine, they are able to choose another activity and staff check on them regularly. Staff spend time with children developing their vocabulary. For instance, staff discuss which water containers are 'full' and 'empty'. Children babble and chatter while they are absorbed in activities. Staff use songs and books to encourage children's understanding. For instance, children listen to songs using puppets and hand gestures. There is a real sense of family and community in this setting.

### **What does the early years setting do well and what does it need to do better?**

- The manager is a very strong leader. She is always looking for ways to improve the setting for children. However, she needs to develop her staff team more so that they are confident in her absence. The manager plans to hold more regular staff meetings and develop staff's professional development further.
- Parent partnership is particularly effective. Staff work with parents to make sure that their children are supported. Parents speak positively about the setting and are keen to recommend it to others.
- Staff develop lovely relationships with children. Children are cheerful and talk to staff easily. Children with special educational needs and/or disabilities are especially well supported by the highly qualified staff. Staff understand their key children and anticipate their needs effectively.
- Children's behaviour is good. They are confident to ask staff for help if needed. For instance, during English lessons, they ask the teacher to help them find the correct letter.
- Children engage well during whole-group activities. Their listening and attention skills are very good. For example, they listen and respond to hearing different vehicle sounds by pointing at the pictures on the board.
- Staff place an importance on children's physical development at this setting. Children enjoy having a morning exercise routine that is part of their day, and

join in enthusiastically.

- Staff use songs in English and Russian to encourage children's language development. For instance, they sing while moving during exercise classes and English lessons by introducing each child with a song.
- Staff talk to children about what they are doing. For instance, when children build with bricks, staff encourage them to build 'higher'. However, staff do not consistently extend children's conversational and self-help skills during routine times of the day, such as over lunchtime.
- Staff use themes for children to share experiences, such as learning about summer and the holidays that they are going on. Children also learn about events such as Chinese New Year and World Book Day. They are aware of the wider world beyond their nursery, which is useful for them when they leave this setting.
- Children are given a unique experience by being at this setting. Their languages of Russian and English are important and valued. Staff also provide children with opportunities to learn from outside teachers in music, ballet and Russian.

## **Safeguarding**

The arrangements for safeguarding are effective.

The setting is safe and secure and risk assessments are carried out each morning. There is more staff in the setting than the ratios require, which means that children are able to use equipment as they wish, either individually or in groups, and this is supervised well. All staff know what to do if they had concerns about a child; this is discussed during their induction. First-aid qualifications are kept updated and many staff have recently attended a course. This means that if there is an accident or emergency then staff would know how to handle this.

## **What does the setting need to do to improve?**

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

- encourage children's conversations and self-help skills more consistently during routine times of the day
- extend staff's professional development to enhance their knowledge further.

## Setting details

<b>Unique reference number</b>	EY474032
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10214254
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Anglo-Russian Pre-School Ltd
<b>Registered person unique reference number</b>	RP533401
<b>Telephone number</b>	07851 791 024
<b>Date of previous inspection</b>	30 September 2016

## Information about this early years setting

Anglo-Russian Pre-School Ltd registered in 2014. It is situated in St John's Wood, in the London Borough of Westminster. The pre-school is open during term time, on Monday to Thursday from 9am to 6pm, and on Friday from 9am to 3pm. There are seven members of staff; six hold a level 6 qualification and one member of staff holds qualified teacher status.

## Information about this inspection

### Inspector

Susan Sacks

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk. She explained what she wanted children to learn and how they were encouraging this.
- The inspector spent time observing the children and their interactions with staff at different times throughout the day.
- The inspector carried out a joint observation with the manager.
- Children spoke to the inspector during the inspection.
- The inspector spoke to the staff about their induction and support they receive from the manager. She also spoke to them about safeguarding.
- The inspector spoke to the manager about the employment checks she does on staff. She also reviewed Disclosure and Barring Service checks and first-aid certificates.

We carried out this inspection 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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