

Inspection of Andover Pre School Limited

49-50 Corker Walk, Central Square Andover Estate, Islington, London N7 7RY

Inspection date: 24 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by their key person when they arrive. They confidently separate from their parents. Once inside, they hang up their coats and wash their hands independently, then join their friends at one of the exciting activities on offer. Staff have high aspirations for all of the children. They understand how to motivate them, and make sure that children's interests are at the heart of the curriculum. For example, staff observe that children are becoming interested in numbers. They provide a range of activities for children to explore numbers, and, at every opportunity, introduce numbers into their play. As a result, children's counting and number recognition skills have greatly improved.

Children's personal, social and emotional development are very well supported. Staff are warm and nurturing. They provide reassurance and comfort to children when they become upset, encouraging them to explore their emotions by talking to them about their feelings.

Behaviour is good. Children clearly understand the setting's routines. When asked if it is time to go outside, children reply, 'no, don't be silly, we have a story and a snack first'. They follow instructions and understand how important it is to behave well when moving from one activity to another. For example, before coming inside from the garden, all children line up and stand quietly waiting for the instruction to go inside.

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

- The staff team is highly skilled and very experienced. The manager knows the local community well and provides support to families over and above what is expected. She has a good understanding of the setting's strengths and development areas and constantly strives to improve the provision.
- The manager is a positive role model and leads by example. She spends most of her time working in the rooms with the children and staff. This provides opportunities to develop staff's teaching skills even further. Staff report that they feel very well supported by her, both professionally and personally.
- The curriculum is based on children's interests and their individual development needs. The prime areas of the early years foundation stage are the main focus of the provision. For example, outside, the children have lots of opportunities to practise their large physical skills. They climb, run, jump and balance on the obstacle course. They take controlled risks, encouraged by staff, who praise their perseverance and success.
- Communication and language teaching is good. Children have access to a wide range of books and enjoy daily story times. They listen carefully to the story, commenting on the characters and predicting what might happen at the end.

Staff introduce them to new words, explaining their meaning. This extends children's vocabulary and helps them understand when and how to use new words.

- Children with special educational needs and/or disabilities are supported extremely well. All staff understand the children's specific needs. Staff set development targets with children's parents and the other professionals involved in their care. This ensures that staff focus on the areas that children need to improve, and quickly close any gaps in their learning.
- Children have opportunities to play on their own, with their friends, or to join larger groups during the day. Taking part in these larger groups helps children to develop their personal and social skills, while learning from each other. However, some carpet sessions are quite long, and children's attention and focus suffer as a result.
- Mathematics is a strong feature of the curriculum. Children learn how to use numbers in everyday life. They explore height and length, and the properties of two- and three-dimensional shapes through their play. However, occasionally, group activities do not provide enough opportunities for children to explore the practical resources and be actively involved in their learning. This affects their understanding and they do not make as much progress as they could during these times.
- Children are confident and independent. Staff encourage them to do many things for themselves, including managing their own self-care needs. Children know that 'we wash our hands with the soap and water' after visiting the toilet.
- Parents are very happy with the care and education that their children receive. They appreciate the support that the manager and staff give them. They are kept up to date about their children's learning and development, and highlight the good progress they make.

Safeguarding

The arrangements for safeguarding are effective.

Comprehensive recruitment, vetting and induction procedures help to check the suitability of the staff working with children. The manager and staff have a good understanding of the setting's child protection and safeguarding policies and procedures. They are supported through regular training on various aspects of safeguarding. They can identify what to do in a range of safeguarding scenarios, and know how to protect children from harm, including the action they must take if they have a concern about a colleague. Staff are deployed effectively around the setting and supervise children very well. Risk management strategies are good and children learn how to keep themselves safe at all times.

What does the setting need to do to improve?

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

- consider the length of some 'carpet' sessions to help children to remain focused and ensure that their learning progresses
- ensure that children have opportunities to explore resources and be actively involved during mathematical activities to improve their engagement and understanding.

Setting details

Unique reference number	EY433427
Local authority	Islington
Inspection number	10235586
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	28
Name of registered person	Andover Pre School Limited
Registered person unique reference number	RP530962
Telephone number	02072720921
Date of previous inspection	24 November 2016

Information about this early years setting

Andover Pre School Limited registered in 2012. It is situated in the London Borough of Islington. The pre-school is open each weekday from 8.30am to 4pm during term time only. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. There are five members of staff, all of whom hold appropriate early years qualifications.

Information about this inspection

Inspector
Paul Church

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation in the outside space.
- Staff spoke to the inspector during the inspection.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The manager provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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