

Inspection of St. Andrew's Pre-School

St. Andrews Church, Lynford Gardens, EDGWARE, Middlesex HA8 8TZ

Inspection date: 4 July 2023

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

Staff ensure that the curriculum they plan is differentiated to meet the needs of all children. They provide exciting opportunities to support all children, including those who speak English as an additional language and children with special educational needs and/or disabilities. Staff know the children very well and support them to make secure friendships. Children are confident and secure as they explore the learning environment independently and have free-flow access to the garden throughout the day.

Children's mathematical development is a priority. Staff seize every opportunity to reinforce children's early mathematical skills. With staff's encouragement, children count everyday objects, compare construction pieces by shape, size and colour, and sing number rhymes regularly. They build constructions with a range of cardboard boxes, shouting out the various 2D and 3D shapes they see.

Secure daily routines help children to settle well. Children listen to staff and follow instructions appropriately. Children are encouraged to sign themselves into the setting at the beginning of the day. This helps them to feel a sense of inclusion and belonging. Staff encourage children to gain a wide understanding of the world around them. For instance, children visit the Air Force Museum and learn about plants as they grow cress and use it in their sandwiches.

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

- The passionate manager and her staff have a clear vision for providing good-quality care and education for children. Staff know all children well. They use ongoing observation and assessment to identify gaps in children's knowledge and skills, planning targeted activities to address them. All children make good progress in their development.
- Children enjoy exciting activities. Staff prepare them for an upcoming farm trip. For instance, children make farm animals from play dough and talk about the different foods that animals provide. They solve problems as they attempt to fix different objects together to create a milking area, a pigsty and a growing area, using construction blocks. This helps children to learn about farm animals and how to look after and harvest crops.
- Communication and language development is a priority for all children, including those who speak English as an additional language. Staff use a range of effective small-group intervention and quality interactions to support progress. Children who require further support have enough time to listen carefully and respond as staff interact and chat with them.
- Children's independence, confidence and good behaviour are strengths in this setting. For example, the youngest children decide when they would like a

snack. They cut slices of cheese to put on their crackers and peel their own fruit. Children pour their own drink and afterwards put away their plate and cup.

- Overall, children behave well. Staff are kind and good role models. Children share their toys and play cooperatively. However, on occasion, staff do not encourage children to pick up toys that are dropped on the floor, resulting in some children not being able to find resources when they want to play with them.
- Staff are very well supported by the dedicated manager. They discuss how helpful she is and appreciate the fact that they can go to her for personal and professional advice. Staff feel very happy at work. The manager provides staff with a lot of mandatory training and they have regular meetings. However, the supervision meetings do not always have a precise enough focus on further developing staff teaching skills and knowledge to an even higher level.
- Partnership with parents is strong. Staff work closely with parents to help to provide a consistent approach to support children's learning and development. They encourage parents to attend several workshops, for example on well-being and healthy eating. Staff encourage parents to help set up food and clothes banks to support the local community. Parents have high praise for the pre-school and its manager and staff. They say that they feel well informed about what their children do and are very pleased with the progress children make.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a secure understanding of their responsibility to protect children from harm. They know the referral procedures to follow should they have concerns about the welfare of a child. Staff demonstrate a secure knowledge of a range of issues relating to safeguarding children. They are proactive in sharing information with parents about safeguarding matters. The manager completes suitability checks and regular supervision meetings to monitor staff's ongoing suitability to work with children. Children learn how to keep themselves safe, inside and outside the building.

What does the setting need to do to improve?

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

- support staff to provide consistent messages, so that children learn to care for the resources and environment to help keep it tidy and promote an inviting play space
- continue to develop the supervision and support for the staff to ensure a more precise focus on their professional development.

Setting details

Unique reference number	147619
Local authority	Barnet
Inspection number	10289183
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	31
Name of registered person	St Andrew's Pre-School Committee
Registered person unique reference number	RP523811
Telephone number	0208 9581279
Date of previous inspection	15 November 2017

Information about this early years setting

St Andrew's Pre-School registered in 1992. It is situated in Edgware, in the London Borough of Barnet. The pre-school is open Monday to Friday from 8am to 4pm, during term time only. The provider receives funding to offer free early education for children aged two, three and four years. There are five members of staff who work with children, all of whom hold appropriate childcare qualifications from level 2 to level 6.

Information about this inspection

Inspector

Anahita Aderianwalla

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 staff and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector and the manager conducted a joint observation to observe the quality of education being provided, and assessed the impact on children's learning and development.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The manager and the inspector discussed the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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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