

Inspection of St Andrews Pre-School Higham Hill

St. Andrews Church, St. Andrews Christian Centre, Church Road, LONDON E17 6AR

Inspection date: 5 July 2023

Overall effectiveness **Good**

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 arrive happily at this pre-school. They are greeted by friendly staff and are confident to leave their parents at the door to join in a range of activities with their friends. Children recreate experiences from home in the role-play area. For example, they look after poorly toy animals and use the equipment in the first-aid box to check their blood pressure. Children enjoy accessing all areas of learning indoors and outside.

Relationships are warm. Staff know their key children well and plan learning opportunities to support children's interests and next steps in development. Staff provide additional activities for children with special educational needs and/or disabilities (SEND). They work closely with external professionals, where necessary, to ensure that they are able to meet all children's needs.

Children behave well. They are polite towards their friends. Staff encourage them to take turns and talk about how they are feeling. For example, there is some negotiation about who is going to be at the front of the line to get ready for lunch. However, once they start to sing 'The wheels on the bus', the children join in and giggle as they move around the hall singing the song together.

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

- Leaders and staff plan a curriculum that supports all children to make good progress from their starting points. They provide children with opportunities to practise skills to help them to be ready to start school. Staff put together photos of the different schools that children will attend, to further develop their confidence to move onto the next stage of their learning.
- Children are taught how to make choices to look after their health, and they talk about what foods are healthy while they are having a tea party. Staff encourage children to be physically active. For example, they practise their climbing and balancing skills across the large blocks that have been set up for them. Generally, staff encourage children's independence skills but, on some occasions, they do things for children that they could do for themselves. For example, staff pour children's drinks at snack time or wipe children's noses without giving them the opportunity to do this for themselves.
- Although children are confident to access their own learning and use the resources provided creatively, on occasion, staff do not make it clear to children the expectations of their behaviour, such as tidying up before they leave an activity.
- Early reading and writing skills are encouraged throughout the setting. For example, staff provide relevant factual books in play spaces around the room and clipboards indoors and outside to encourage mark making. Children enjoy

reading books on their own and with staff, dancing together as they read the 'Animal Boogie' book.

- Children's mathematical understanding is developed throughout everyday activities. Staff support them to count the fruit that they take and talk about the shapes and colours of the different fruit and cups. While playing with blocks, children use mathematical language, such as 'hexagon' and 'octagon'. They hold up the correct number of fingers as they correctly say how many sides these shapes have.
- Staff feel that leaders are approachable and caring. They attend a range of training to further develop their practice. Leaders ensure that all staff benefit from this learning through sharing this information at regular staff meetings. The committee members are supported to ensure that they are able to effectively carry out their role in leading the pre-school.
- Partnerships with parents are strong and they feel well informed about how their child is getting on. They comment on the progress that they have noticed since their child started attending the pre-school. Parents of children with SEND feel that their child's needs are well supported. Support is given to parents for how they can enhance their children's learning and experiences in the home. Parents enjoy the opportunity to join their children on trips within the community, such as to a local park for their 'Grow Wild' sessions to explore the natural environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities. They can describe what might cause them to be concerned about the well-being of a child. They are able to explain what they would do with a concern, including if they had a concern about leaders or colleagues within the pre-school. They have knowledge of safeguarding issues, such as female genital mutilation, the 'Prevent' duty and issues within the local area. Regular risk assessments are carried out to ensure that there are no hazards for children. All staff have completed paediatric first-aid training to ensure that they are able to manage accidents and injuries.

What does the setting need to do to improve?

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

- implement strategies to further develop children's independence and self-care skills
- ensure that staff have consistently high expectations of children's behaviour and that they communicate these expectations to children.

Setting details

Unique reference number	EY451801
Local authority	London Borough of Waltham Forest
Inspection number	10295474
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	43
Name of registered person	St Andrews Pre-School Higham Hill Ltd
Registered person unique reference number	RP531872
Telephone number	02085235532
Date of previous inspection	4 December 2017

Information about this early years setting

St Andrews Pre-School Higham Hill re-registered in 2012 and is located in the London Borough of Waltham Forest. The pre-school is open on Monday, Tuesday, Wednesday and Friday from 9am to 3.30pm and on Thursday from 9am to midday, during term time only. The pre-school is in receipt of early education funding for two-, three- and four-year-old children. The pre-school provider employs seven members of staff, all of whom hold appropriate early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Kathryn Irvine

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 pre-school manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The pre-school manager spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a communication and language activity with the pre-school manager.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The manager showed the inspector documentation to demonstrate 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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