

Inspection of St Nicholas Church Pre-School

St Nicholas Church Centre, Elm Park, HORNCHURCH, Essex RM12 4RA

Inspection date: 7 November 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

Children settle easily at the pre-school and they develop close attachments with their key person. Children show very keen interest in the resources and they move around freely to play. For example, they spend a long time exploring with dinosaurs, animals and other small-world resources. Children learn to recall and connect their past experiences with their new learning. They listen attentively and respond to simple questions. Children demonstrate a good understanding and they follow simple instructions well. Individual children with gaps in their speech and language development receive support to help them to express their needs and interests.

Staff have high expectations of children's behaviour. Staff encourage children to play appropriately with other children, and make them aware of the consequences of their actions. During outdoor physical activities, children demonstrate good coordination, movement and balance as they use the see-saw and climbing frame. Staff encourage children to take on manageable risks and new challenges that help to build their confidence, resilience and perseverance. Staff provide small tasks for children to do on their own, in order to develop their independence. At snack time, staff provide fruits for children to eat and they use the opportunity to teach them about healthy eating.

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

- Staff observe and assess children's learning effectively. They share this information with parents and work together to plan the next stages in children's learning. This helps children to make good progress with their learning and development in relation to their starting points.
- Staff make very good use of children's play to support their communication and language development. They use simple words, short sentences, body language and visual aids to support children's understanding, listening and speaking skills.
- The special educational needs coordinator implements one-to-one sessions with individual children to help to close gaps identified in their speech, language and communication development. She works closely with the child's key person and parents to ensure that there is consistency and ongoing support in place for the child.
- Staff support children to develop their literacy skills well. For example, they link stories to different activities to expand on children's learning. Staff provide mark-making activities to develop children's early writing skills.
- Staff provide good opportunities for children to keep active and to develop their physical skills. Children learn to grasp and handle different resources effectively. They take part in activities using whole-body movements and this help to develop their larger muscles.

- Children display high levels of confidence and independence while choosing their play, washing their hands and feeding themselves. Staff support them to become self-aware, know their own likes and dislikes, and recognise a picture of themselves and their written name.
- Children engage in different food activities to support their understanding of healthy eating. For example, staff teach them how to make a wrap and fruit kebab to eat. During warm weather, they plant fruits and vegetables.
- Staff promote positive behaviour at the pre-school effectively. For example, they act as good role models to children. Staff set clear boundaries for children so that they know the expectations from them, and they clearly explain right from wrong.
- Staff form close working partnerships with parents. For example, staff invite parents to events at the pre-school and they encourage their involvement in their children's learning. Parents feed back positively about the support that staff offer to children. They say that staff make each child feel welcome and meet their needs well.
- Leaders work closely with the team to continuously evaluate the pre-school. They are clear about their strengths and areas for development. Leaders use supervision meetings to discuss staff's well-being, workload and professional development needs.
- Staff identify that children require further support to develop their mathematics skills. However, they do not plan well enough to incorporate these skills during their play and everyday experiences to encourage children to count and recognise numbers.
- Staff do not consistently provide opportunities for children to develop their awareness of the similarities and differences between people, including their religious and cultural communities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have a clear understanding of the pre-school's safeguarding policy and health and safety policies and procedures. Leaders implement a robust recruitment process, which includes completing an enhanced Disclosure and Barring Service check to ensure that staff are suitable to work with children. Staff complete safeguarding and child protection training. They are familiar with the different types of abuse and other risks to children, including female genital mutilation and being exposed to extreme views. Staff know to be vigilant to ensure children's safety. They know to report concerns and allegations to the pre-school's designated safeguarding lead and relevant authorities.

What does the setting need to do to improve?

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

- make better use of children's play and routine tasks to help strengthen their mathematics skills further
- increase opportunities for children to develop an awareness of the role, religion and culture of different people in the community.

Setting details

Unique reference number	EY489320
Local authority	Havering
Inspection number	10289080
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	30
Number of children on roll	44
Name of registered person	Samboer, Dawn
Registered person unique reference number	RP514449
Telephone number	07538251381
Date of previous inspection	10 November 2017

Information about this early years setting

St Nicholas Church Pre-School registered in 2015. The pre-school is situated in Hornchurch in the London Borough of Havering. The pre-school operates on Monday from 9am to midday, Tuesday, Thursday and Friday from 8am to 3pm, and Wednesday from 12.30pm to 3.30pm during term time only. The pre-school employs nine members of staff, including the managers. Four members of staff hold relevant childcare qualifications at level 3 and one staff member is qualified at level 2. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Martina Mullings

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the ongoing impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager showed the inspector around the pre-school. She explained the curriculum and how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of this on children's learning.
- Leaders met with the inspector to discuss the arrangements for recruitment and the deployment of staff, and the procedures for safeguarding and protecting children.
- The inspector completed a joint observation with the manager. In addition, she spoke with staff, parents and children at appropriate times.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks, attendance records and paediatric 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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