

Inspection of St. Annes Pre-School

200a Larkshall Road, Chingford, LONDON E4 6NP

Inspection date:

28 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

Managers and staff warmly greet the children on arrival. Key persons know the children well, which supports children to develop secure attachments to staff. Staff work closely with parents to identify children's starting points, establish what children can do and build on their interests. Staff provide an interesting and inspiring environment, which encourages children to enthusiastically take part and grow in confidence and learning.

Staff remind children during registration circle time of the rules, which include using good manners and showing kindness to each other. Staff are good role models, speaking to each other with respect and courtesy. Children mirror staff's behaviour and are quick to thank each other as they hand out the bulbs to plant in the compost.

The enthusiasm of managers and staff supports children's curiosity, and children are keen to learn. Staff create an energetic registration circle time, where children recall what they know and reinforce their learning of, for example, colours and shapes. Children discuss the colour silver and quickly identify zips, glitter, and frosty grass as examples. They confidently recall that a rectangle has two short edges, two long edges and four corners.

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

- Managers work in partnership with other agencies to ensure that children get the best start in their learning. Managers use funding to target areas of development, and they ensure that it benefits children who need it most. For example, they have purchased a panel of reflective mirrors to reinforce children's sense of self and emotional well-being. Children with special educational needs and/or disabilities (SEND) and disadvantaged children make good progress.
- Managers and staff work very well as a team and communicate effectively. Staff understand what it is that they want children to learn and how this can be achieved. The management team ensures that staff's well-being is paramount and continually support professional development.
- Leadership and management are strong. The manager has a well-established curriculum in place to ensure that staff can build on what children know and can do. The manager ensures that the curriculum is child led, providing some adult direction to build on children's starting points. However, on occasion, sufficient time is not always taken to prepare and set out activities to maximise children's learning outcomes.
- Children learn to make friends and cooperate through activities and routine events such as snack time and outdoor play. Staff talk to children about how they feel and help them to manage their emotions. Children choose from the

'emotions' board. Staff monitor the children so that they can support them and provide additional encouragement.

- Staff promptly identify gaps in children's learning and swiftly put strategies in place to help them move forward in their education. Children with SEND are well supported to join in with activities and snack times with other children, which strengthens their social and communication skills. Staff speak with other professionals to review children's progress and share information about their learning and development. Leaders and managers have strong links with local schools to ensure that the transition from the pre-school to school is as smooth as possible.
- The manager and staff have strong partnerships with parents. Parents value the support and work staff do and can see the benefits for their children. They are regularly updated about their children's development and progress through daily updates, regular parent meetings, and events. Parents report that communication is highly effective. Parents are appreciative of the care and support that staff provide for both them and their child.
- Staff provide an environment where children hear words and have opportunities to communicate with each other throughout the day. Staff use words imaginatively to extend children's thinking and vocabulary. Children enthusiastically learn and join in with story time. They are keen to join in with the actions, finish each sentence and add their own thoughts as the story progresses.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children. They attend child protection training to keep their knowledge up to date and are able to recognise the signs and symptoms of potential abuse and/or neglect, including radicalization and extremism. Staff know the procedures to follow and the appropriate agencies to report to should they have any concerns about a child in their care. Safer recruitment procedures are implemented effectively to ensure that all staff are suitable to work with children. Furthermore, staff's deployment is effective throughout the pre-school, and children are well supervised 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:

- ensure sufficient time is taken to thoroughly prepare the children and environment before planned activities begin.

Setting details

Unique reference number	EY415295
Local authority	London Borough of Waltham Forest
Inspection number	10308323
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	27
Number of children on roll	31
Name of registered person	St. Anne's Pre-School (Chingford) Committee
Registered person unique reference number	RP902152
Telephone number	07941 517 751
Date of previous inspection	20 March 2018

Information about this early years setting

St Anne's Pre-School registered in 2010 and is situated within the London Borough of Waltham Forest. The pre-school is open Monday to Thursday, from 9am until 3pm, and on Friday, from 9am until midday, during school term time. The pre-school employs eight members of staff. Of these, the manager and deputy hold an appropriate childcare qualification at level 6 and the rest of the staff at level 3. The pre-school receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julia Crowley

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 their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 inspector spoke to several parents during the inspection and took account of their views.

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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