

Inspection of St. George's Pre-school Enfield Limited

St. Georges Parish Hall & Community Centre, 710 Hertford Road, Enfield EN3 6NR

Inspection date: 9 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide a warm greeting to all children and their families at this friendly and welcoming pre-school. Children arrive happily and are quick to make choices about what they wish to play with. Staff involve themselves in child-led play to model language and enhance the learning. For example, children exploring bay leaves are encouraged to rip and smell them and discuss what they can be used for.

Relationships between staff and children are a strength of this pre-school. Staff offer warm and supportive interactions and have fun with the children, often making them laugh and smile. They listen and respond to everything children have to say and offer constant praise. Children clearly feel safe and secure, and this is demonstrated as they approach staff and freely express their ideas. Staff know each child in their care very well. They can confidently discuss the progress they have made and their next steps of learning. This supports all children to make good progress from their individual starting points.

Staff work as a team and communicate effectively with each other to deliver secure and predictable routines. They are consistent in their expectations of children and key rules are embedded. Staff are quick to notice any behaviour incidents and dedicate time to ensuring these have been managed effectively. As such, children know what is expected of them and the pre-school feels calm and purposeful.

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

- Leaders have designed a curriculum that prioritises developing the skills that children need to be ready for school. There is an appropriate focus placed on building communication and language skills. Staff model language constantly to children, asking questions to promote discussion and explaining new vocabulary at every opportunity. For example, staff make snack time a sociable and enjoyable activity in which they promote conversation around the table. Children make good progress with their language development over time.
- Leaders and staff work hard to provide children with real-life experiences. For example, staff take children on local outings to teach them about road safety or to buy their own fruit at the shops. Children enthusiastically talk about the butterflies they recently released. The manager has used additional funding to develop an engaging role-play area, giving children opportunities to role play experiences, such as going to the dentist. These experiences broaden children's understanding and curiosity about the world around them.
- Staff are skilled at keeping children engaged during group sessions. For example, story time is delivered at pace and with energy and enthusiasm that succeeds in keeping all children listening. However, planned sessions and activities are delivered to children of all ages and stages of development at the

same time. This approach means that older children are sometimes not sufficiently challenged and are unable to ask questions or engage in discussions that they are capable of.

- Staff maintain a positive approach to understanding and managing children's behaviour. They are excellent role models of respectful and positive relationships. As such, children learn to treat each other with respect and to accept each other's ideas. For example, children line up chairs to make a pretend train, and then spend time together, happily engaged in this imaginative group play.
- Staff use multiple strategies to support children with a diverse range of needs. They understand the importance of keeping these strategies simple but using them consistently. For example, staff use objects to communicate changes in routine and visual resources to help children make choices or communicate basic needs. Staff speak several languages between them which provides invaluable support to families and children that are new to the pre-school. As such, this is a highly inclusive setting that provides a warm welcome to all.
- Leaders and staff work hard to engage parents, welcoming them into the pre-school each day, and offering support and advice as required. Parents and carers comment very highly of the pre-school, particularly how welcoming and supportive all staff are.
- The manager accurately identifies the strengths of the pre-school and areas she is keen to improve. She seeks out quality training for staff to ensure their continued development and to meet the needs of the children. Staff comment that they feel very well supported and part of a committed team.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how to provide more challenge for older children to extend their learning further.

Setting details

Unique reference number	2675895
Local authority	Enfield
Inspection number	10350761
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	26
Number of children on roll	48
Name of registered person	St. George's Pre-school Enfield Limited
Registered person unique reference number	2675894
Telephone number	07931983281
Date of previous inspection	Not applicable

Information about this early years setting

St. George's Pre-school Enfield Limited been registered since April 2022. It is situated in Freezywater in the London Borough of Enfield. The pre-school opens Monday to Friday from 8.45am until 11.45am and 12.30pm until 3.30pm, during school term times only. It employs five members of staff, all of which hold an appropriate childcare qualification at level 3. The setting offers funded childcare for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Nicola Baker

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and carers 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024