

# Inspection of West Harrow Park Pre-School

Butler Road, Harrow HA1 4DR

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Inspection date: 16 October 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 form close attachments to staff, who are engaging. Staff use a range of body language and facial expressions to enthusiastically interact with children. Children are confident and seek out staff when they need support. For example, they approach staff for cuddles. Staff are supportive and responsive to children's needs. This ensures that children's emotional needs are met. Staff speak to children about their experiences, such as trips they have been on and their siblings. This supports children to feel included and welcomed within the pre-school.

Staff provide a curriculum that challenges children. Children explore a variety of different learning opportunities. For example, staff support children to explore their gross motor skills. Children enjoy moving their bodies in a variety of different ways as they dance to action songs.

Staff ensure that children understand what is expected from them. They talk about all children using their 'kind hands'. Staff explain to children that they should ask for a turn rather than taking a toy. Children behave well while at the pre-school. Staff continue to reinforce the rules when needed. For example, when children run inside, staff explain why they must walk. Staff also support children's understanding by singing songs in relation to tasks. For example, they sing a familiar song at tidy up time.

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

- Staff know where children are in their development and support them to make progress. They plan activities to help children to achieve their identified next steps in learning. However, on occasions, staff plan activities which cover a variety of different learning intentions and do not focus precisely on what children need to learn next. As a result, some children do not consolidate their skills before moving on to the next learning intention.
- Children have opportunities to develop their mathematical awareness. Staff support children to recognise numbers and begin to count. For example, when playing with play dough, children explore number mats. Staff encourage children to count the correct number of play-dough dots using the mats. This supports children to enhance their understanding of numbers.
- Leaders express how they would like children to learn to work together. Children spend time participating in small-group activities. Staff encourage children to work together to achieve a task, such as completing puzzles. They ask children to work together to find the sunflower in the puzzle. This helps children to develop their team-working skills.
- Children have plenty of opportunities to take part in self-directed and adult-led activities. For example, they independently colour images linked with Diwali and

play with the trains and track. Children remain focused in self-chosen activities. Most children also engage well in adult-led activities. However, on some occasions, activities continue for longer periods of time. As a result, some children struggle to remain focused.

- Children have opportunities to develop their communication skills. Staff role model language and ask open-ended questions. They introduce new vocabulary to children, such as 'burgundy' when speaking about colours. This supports children to enhance their conversational skills and vocabulary.
- Leaders have a good awareness of individual children's needs, including those with special educational needs and/or disabilities. They explain how they plan and implement individual targets for children, using the advice from outside agencies. Leaders reflect on how additional funding is spent to support children.
- Leaders are passionate about working in partnership with parents. They feel this is a strength of the pre-school. Parents support this view, and share how their children are happy and confident. They express how the pre-school keeps them informed with regards to children's development. They are happy with the support that they receive. Staff share ideas and suggestions for them to use at home, such as potty training tips and ideas to support children's communication development.
- Leaders are extremely reflective and strive to improve. They evaluate the pre-school to ensure that continuous improvements are made. Leaders are aware of individual staff's training needs. Staff share how they feel extremely supported within their roles. They express how the pre-school is like a family unit. Staff are confident that they will receive any support they need.

## **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 children's next steps in learning more precisely when delivering activities to support children to consolidate their skills
- explore techniques and ideas to support children to focus more during adult-led activities.

## Setting details

<b>Unique reference number</b>	EY543108
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10364219
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	West Harrow Park Pre-School Ltd
<b>Registered person unique reference number</b>	RP543107
<b>Telephone number</b>	07762607585
<b>Date of previous inspection</b>	30 January 2019

## Information about this early years setting

West Harrow Park Pre-School re-registered in 2017 due to a change of owner. It operates from within West Harrow recreational ground in the London Borough of Harrow. The pre-school is open each weekday, from 9am to 3pm, during term time. It provides government-funded childcare. The pre-school currently employs five staff, three of whom hold relevant early years qualifications.

## Information about this inspection

### Inspector

Emma Long

## Inspection activities

- The inspector viewed the pre-school and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- 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 on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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