

St Albans Pre School

St. Albans Church Hall, Gander Green Lane, Sutton, Surrey, SM1 2HD



Inspection date	12 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Children make good progress in relation to their starting points and capabilities. They are well prepared for the next stages in their learning.
- Staff know the children very well. They conduct robust observations and assessments of children's learning, which inform their planning of activities and experiences.
- The manager reflects regularly on the service provided, taking into account the views of parents, children and staff. She identifies and targets improvements effectively to provide good quality care and learning experiences.
- Staff provide a safe and welcoming environment where children build good relationships with others. Children learn to respect one another and develop a positive awareness of people's differences.
- Children choose what they want to play with and have good control over their own learning. They gain confidence and high levels of self-esteem, and are happy to express their own ideas.

It is not yet outstanding because:

- At times, children are not able to focus and concentrate as well as possible on their chosen activities as the background noise distracts them.
- Staff do not share information as well as possible with other settings that children, to provide continuity in their learning and care.

What the setting needs to do to improve further

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

- review how activities are planned and organised, to help children to concentrate on their play and learning
- extend partnerships with other settings that children attend, to provide continuity for children.

Inspection activities

- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspector observed children's indoor and outdoor play, snack and lunch times, and hygiene routines.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including risk assessments, the self-evaluation form, children's records and a range of policies and procedures.

Inspector

Becky Phillips

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff prioritise children's welfare and have a good understanding of how to keep children safe. The manager monitors staff performance and ensures that they keep their skills and knowledge up to date, including through staff questionnaires and training. Partnership with parents is strong. Parents speak highly of the staff, the activities and of how well their children have settled. The manager and staff monitor children's development effectively, highlighting quickly any areas where they may require extra support. Staff work closely with parents, using effective strategies to support children. The manager uses funding well to benefit children and their families.

Quality of teaching, learning and assessment is good

Staff plan effectively for children's individual needs and abilities. They know the children well, taking into account their interests and preferences when planning activities for them. Staff join in with children's play and ask good questions to develop children's knowledge. For example, children enjoy looking for worms in the outdoor area and talk confidently about what worms eat and where they live. Children engage in activities that promote their early literacy and mathematical skills. For example, children make their own clocks, giving meaning to the marks they make and writing numbers. Staff promote children's communication and language skills well. For example, staff repeat words slowly and use visual aids to support children whose language is not fully developed.

Personal development, behaviour and welfare are good

Children share a close relationship with all staff. They are happy and settled, and enjoy their time at pre-school. Children learn to be independent. For example, they cut up their own fruit and serve themselves at mealtimes. Staff act as good role models and encourage positive behaviour well, using effective strategies to help children. For example, children use timers to help with turn taking and use happy and sad faces on wooden spoons to help them to express themselves. Staff promote children's good health well, including placing a strong emphasis on healthy eating. For example, children enjoy healthy and nutritious snacks, and staff share healthy lunch box ideas with parents.

Outcomes for children are good

Children progress well in their learning, developing good communication skills. They are happy, confident and independent learners. For example, they enjoy playing with cornflour, giving meanings to the marks they make and describing how it feels in their hands. Children develop important skills for their future learning and the move on to school.

Setting details

Unique reference number	EY481925
Local authority	Sutton
Inspection number	989498
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	40
Number of children on roll	87
Name of provider	Clare Louise Lawrence
Date of previous inspection	Not applicable
Telephone number	07856 218 121

St Alban's Pre-School registered in 2014 and is based in Sutton, in the London Borough of Sutton. The setting is open from 9am to 2.45pm, Monday to Friday, during term time only. The setting employs 11 members of staff, nine of whom hold early years qualifications at level 2 or above. The setting receives funding for the provision of free early years education for children aged two, three and four years.

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