

# St. Albans Pre-school

157a Wakefield Street, LONDON, E6 1LG



<b>Inspection date</b>	12 December 2017
Previous inspection date	23 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children make good progress in their development. They develop a range of skills which helps them to prepare effectively for the next stage in their learning, including school.
- The well-resourced learning environment indoors and outdoors supports all children's needs and motivates them to explore freely. Children make their own choices about where they play and transfer resources into different areas to support their ideas.
- Staff are supported very well. Regular supervisory meetings and access to training help them to improve the quality of their interactions with children.
- The manager works extremely closely with staff, parents and children to evaluate the quality of the provision. A clear vision and set priorities for development help to plan future improvements that benefit children and families.
- Staff work well with parents and give them regular updates on their children's progress. Parents are encouraged to continue learning at home. For example, they are able to borrow resources and equipment and are given suggestions of activities to do at home.

### It is not yet outstanding because:

- Although the manager has started to monitor the progress of different groups of children, she does not analyse this information to support children to make even better progress.
- Staff do not make best use of opportunities to fully extend children's critical-thinking and problem-solving skills.

## What the setting needs to do to improve further

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

- build on the assessment process to monitor the progress made by different groups of children, to identify learning trends and target teaching even more effectively
- enhance staff's teaching skills to promote children's critical-thinking and problem-solving abilities.

### Inspection activities

- The inspector observed activities indoors and outdoors. She spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's learning profiles, planning documentation, evidence of the suitability checks of staff working within the provision, and a wide range of other documents including policies and procedures.
- The inspector spoke with parents and took account of their written feedback to the pre-school.

### Inspector

Joanna Wilkinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that all staff know what to do and whom to contact should they have any concerns about a child in their care. The manager effectively carries out robust recruitment and vetting procedures to check staff are suitable to work with children. Staff's ongoing suitability is supported through regular supervisory meetings with the manager. Staff update their training regularly, leading to a knowledgeable staff team. The manager evaluates the provision effectively. She seeks the views of parents, children and staff to improve practice. Accurate records of children's progress are monitored and enhancements to the process are being considered, to evaluate how to improve children's progress even further.

### Quality of teaching, learning and assessment is good

Staff plan and provide a wide range of experiences that motivates and interests children. They know children well and build on their interests. For example, children enjoy exploring in the pretend snow for hidden Arctic animals and staff enhance the activity by adding sand to build mountains. Staff support children to develop their literacy skills effectively. For instance, they provide different materials for children to use to practise their early writing skills. Children develop good communication skills. They enjoy listening to staff and talk about what they are doing, such as describing what they are drawing. Children lead their own play. For example, they play together, enjoying pretending to feed and care for their baby dolls.

### Personal development, behaviour and welfare are good

Children have good relationships with staff. Staff talk kindly and respectfully to children, and help them to understand rules and boundaries. As a result, children share, take turns and are considerate. They show concern and empathy when their friends are upset. Children enjoy nutritious snacks and they learn about healthy lifestyles and hygienic practices. For example, they wash their hands before eating and wash their plates and cutlery after eating. Children learn how to care for living things. For example, they actively participate in feeding and cleaning the pets that reside within the pre-school.

### Outcomes for children are good

All children, including those who speak English as an additional language, develop a good range of skills that helps to prepare them for their future learning and for school. For example, they are learning how to use tools such as scissors correctly and are developing their imaginative ideas through role play. Children are learning to develop their own risk-taking skills. For example, they confidently climb the indoor climbing frame and when they reach the top they wait for staff to support them to climb or slide down. Children learn early mathematics ideas. For instance, they are able to count the building blocks when building towers.

## Setting details

<b>Unique reference number</b>	EY417780
<b>Local authority</b>	Newham
<b>Inspection number</b>	1094554
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	0208 5524000

St Albans Pre-school registered in 2011. The pre-school opens each weekday, with a morning session from 9.15am to 12.15pm and an afternoon session from 12.45pm to 3.45pm. There are five members of staff, four of whom have appropriate qualifications at level 3. One member of staff holds early years professional status. The pre-school provides free early years education for children aged two, three and four years.

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