

# St Albans Pre-School

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



## Inspection date

7 June 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager is enthusiastic, ambitious and passionate about helping children to learn. Overall, she improves children's achievements and maintains the good levels of progress for all children.
- The provider has an active role in developing good-quality provision and staff practice. She regularly meets with the manager and staff to discuss their professional development and ongoing suitability.
- The manager and staff make regular assessments of children's learning to plan suitable, challenging activities. They observe, listen and respond to children, and provide explanations that improve their learning.
- Children are busy, confident and independent learners. They move around freely indoors and outside. Children enthusiastically explore textures, carefully transport dolls in wheelbarrows, hide in tunnels and make pancakes in the sand.

### It is not yet outstanding because:

- On occasion, staff do not consistently provide opportunities for children to talk about and begin to understand the benefits of eating healthily.
- At times, staff do not effectively help children to concentrate, listen and hear what they say, particularly when noise levels are high.
- Children do not always have consistent opportunities to practise making marks to develop their literacy skills even further.

## What the setting needs to do to improve further

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

- give children more-consistent support to help them fully understand the importance and benefits of healthy eating
- take steps to help children hear instructions, concentrate and listen more carefully
- provide an even wider range of opportunities across the whole provision, for children to develop their early writing skills.

### Inspection activities

- The inspector viewed documentation, including children's records; the provider's policies and procedures; and accident, incident and complaints records.
- The inspector checked staff qualifications and training certificates, such as those for safeguarding, paediatric first-aid and to demonstrate ongoing suitability.
- The inspector completed a joint observation with the manager and assessed the impact of teaching on children's learning.
- The inspector spoke to children and observed them during their play.
- The inspector spoke with parents to seek their views and comments.

### Inspector

Jane Morgan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have up-to-date knowledge of what to do if they have a concern about a child's welfare and other safeguarding concerns. They understand their role to notify external agencies and know the local procedures to follow. The manager assesses risk in all areas of the pre-school and teaches children how to keep safe, for example, in the event of a fire. The manager ensures staff are well deployed and supervise children effectively to ensure their individual needs are met. The provider actively seeks the views of parents to help evaluate and improve practice. Parents say they are very happy with the care and learning of their children. They comment 'our children have made good progress' and 'staff are very supportive and friendly'. The manager works in partnership with others to improve children's outcomes.

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

Staff promote children's mathematical development to a good level. For example, they help children to sequence different-sized stepping stones and to recognise size and shape when rolling out play-dough balls. Staff support children who speak English as an additional language well to promote their early language skills even further. For example, they gesture, label objects, use visual signs and use single words. Partnerships with parents are strong. Staff positively involve parents in their children's learning to help support their children's progress at a good level. They regularly share assessments with them. For example, this includes the required progress check for children at the age of two years. Staff ignite children's curiosity. They ask questions, such as 'what colour have you made?' when they mix a variety of different-coloured paint together.

### Personal development, behaviour and welfare are good

Children enjoy their time at the pre-school. The manager and staff consistently talk about feelings, to help children begin to label their emotions. For example, the manager asks, 'How are you all feeling today?' Children scream with delight and say, 'Happy.' Children's behaviour is good. They learn to take turns and share toys and resources. Children have formed very close friendship groups. For example, they push each other on tricycles, act out as princesses together and choose a farmer and his wife as they sing action songs and hold hands together. The manager and staff promote diversity well. They provide a variety of activities and resources to help children learn about the lives of different people and their communities.

### Outcomes for children are good

Children, including those who have special educational needs and/or disabilities, make good progress from when they first start, and are well prepared for the next stage in their learning. Children are very sociable and confident, and keen to learn. They use their imaginations and creativity as they play. For example, children make pretend cups of tea, push dolls in prams and draw portraits of themselves. They make good attempts to write their name. Children very quickly potty train with good support from staff.

## Setting details

<b>Unique reference number</b>	EY499633
<b>Local authority</b>	Sutton
<b>Inspection number</b>	1055011
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Tinylittleinkers Limited
<b>Registered person unique reference number</b>	RP901071
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07803700799

St Alban's Pre-School registered in 2016. It operates in the London Borough of Sutton. The pre-school opens each weekday from 9am to 2.45pm, including morning and afternoon sessions, during term time only. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are 11 members of staff, seven of whom hold appropriate early years qualifications at level 3.

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