

Southover Pre-School

12 Southover, London N12 7JE



Inspection date	1 April 2019
Previous inspection date	23 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 are happy, settled and enjoy making independent choices throughout the day.
- Staff work effectively in partnership with parents and other professionals to support children's individual needs.
- Children make good progress from their starting points. Staff make regular assessments of children's progress. This enables the next steps of learning to be planned effectively.
- The key-person system works well. Children settle quickly as they form warm and caring relationships with the adults.
- Staff make good use of the outdoor area. Children relish the daily access to this well-resourced learning environment. There are opportunities for them to develop physical skills. For instance, children go on nature walks and use climbing frames.
- There is scope to develop the manager's systems for overseeing the quality of teaching, to ensure consistently high-quality teaching across the whole staff team.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff's practice, to develop the quality of teaching across the setting and ensure it is consistently highly effective.

Inspection activities

- The inspector observed children's activities inside and outside and evaluated the quality of teaching.
- The inspector talked to staff, children and parents at appropriate times.
- The inspector carried out a joint observation and an interview with the manager.
- The inspector looked at a sample of documents, including policies.
- The inspector took account of the views of parents.

Inspector

Rosie Roberts

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff fully understand their personal responsibilities to protect children. They confidently identify risks that would pose a threat to children's well-being. Staff are clear about the procedures to be followed should they have a concern about a child's welfare. Robust recruitment procedures are in place. Effective daily risk assessments contribute to the children's overall safety. Staff have created a well-organised and stimulating learning environment, indoors and outdoors. The classroom is very calm. The manager, through supervision, identifies and supports continued professional development. For instance, staff attended a course on how to support children to develop early literacy skills.

Quality of teaching, learning and assessment is good

Children make good progress in all the areas of learning, through a range of exciting activities which are available throughout the session. Children listen attentively during story time. For example, when listening to the 'Three Little Pigs' all children were engaged. Children's interests are noticed and actioned, for instance trains were put in the building area to cater for a specific child's interest. Staff consult with parents often to gain an understanding of their child's development at home, and information gathered supports planning procedures. Key persons monitor children's learning regularly and the outcome of these assessments is shared with parents.

Personal development, behaviour and welfare are good

Children form strong relationships with staff and their peers. They are confident to talk to each other, visitors and staff. Children's behaviour is good and they treat each other with respect. For example, they share resources and wait for their turn while playing. Diversity is promoted effectively. Staff encourage children to learn about the wider community, for instance by celebrating the different festivals and having resources which reflect diversity readily available on the shelves. Children settle quickly and parents report that they are happy to attend.

Outcomes for children are good

Children have positive attitudes to learning and show good levels of involvement during play. They are confident and enjoy choosing their own activities. Most children are secure within their expected levels of development for their age. Children are well supported for their eventual move on to school. For example, they are encouraged to become independent in personal care. Older children, who are more able, have opportunities to learn letters, numbers and to develop writing skills, for instance learning how to write their name.

Setting details

Unique reference number	EY256699
Local authority	Barnet
Inspection number	10061395
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	40
Number of children on roll	23
Name of registered person	Sayed, Huma
Registered person unique reference number	RP910618
Date of previous inspection	23 February 2016
Telephone number	020 8492 8408

Southover Pre-School is a privately-owned setting which re-registered in 2003. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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