

Be Babies Kindergarten

Barkingside Methodist Church, Fremantle Road, Ilford, IG6 2AZ

Inspection date	22/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good in the pre-school because staff effectively support and extend children's learning.
- Children are encouraged to explore and make choices in their play. This enables them to develop their confidence and make good progress.
- Children are well protected as the staff fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Partnerships with parents are strong. This means that children receive the support they need and contributes to making sure their individual needs are met well.

It is not yet outstanding because

- Children become distracted and unsettled at story time and this means that the activity does not meet the needs of all of the children.
- Not all volunteers in the setting are sufficiently familiar with the practices and policies of the pre-school.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children engaged in activities in the playroom and outdoor area.
- The inspector spoke with the manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jennifer Forbes

Full report

Information about the setting

Be Babies Kindergarten registered in 2013 on the Early Years Register. It is privately owned. The pre-school serves the local area and is accessible to all children. It operates from a church hall in Barkingside in the London Borough of Redbridge. There is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff all of whom hold appropriate early years qualifications up to degree level.

The pre-school opens Monday to Friday for 38 weeks of the year. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 26 children attending who are in the early years age group. The pre-school provides funded early education for children aged two, three and four years. It supports children who are learning to speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's attention, interest and enjoyment at story time to help them engage, for example by providing suitable supporting objects, or puppets

- strengthen systems to monitor and develop volunteers' knowledge and understanding of setting practices and policies, for example by inviting volunteers to team meetings.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the Early Years Foundation Stage and how children learn through play. The quality of teaching is good and staff follow children's lead to extend their learning. They have high expectations for the children in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation. For example, staff help children to make a line of dinosaurs bearing numbers. The children help to thread a length of yarn through each dinosaur to hang them on the fence and they learn to count in sequence. Staff teach children about the life cycle of a caterpillar as the children make colourful displays labelled in their own languages and they listen to a popular story of how a caterpillar turns into a butterfly. Children learn new vocabulary such as 'cocoon' and 'chrysalis' and count the fruits eaten by the caterpillar, learning skills in mathematics and communication and language.

However, some children fidget during the story or wander away which means that these children do not receive the full benefit from this particularly useful area of learning.

Staff closely monitor children's progress with effective observations and assessments. They use this information to identify accurately the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, likes and dislikes, ensures accurate planning for individual children's progress. Key persons discuss children's learning experiences at home with parents and incorporate them into planning, which ensures children are motivated to learn. Staff make careful observations, quickly identifying and planning for any gaps in children's learning. Parents provide information on children's development that support staff to assess their starting points. Staff provide regular information to parents about their children's development and they support parents to continue their learning at home with ideas for activities. Key persons also share the progress check for two-year-olds with parents to support children's continued development.

Staff promote children's communication and language development well as they model good spoken English. They learn words and phrases in children's home languages to support communication. They encourage parents to write words in their own languages alongside English words to describe areas of children's play. Staff monitor children with additional needs well and have discussions with parents so that they can identify interventions quickly. As a result, all children, including those learning to speak English as an additional language and those with additional needs, make good progress. Staff help children to become ready for school as they teach them to recognise and write letters and numbers. Children's physical development is supported as they run around the attractive and child-friendly garden and ride on wheeled toys. They learn to pedal tricycles and they enjoy playing in the sand and planting herbs and vegetables in pots.

The contribution of the early years provision to the well-being of children

The secure key person system ensures that children feel content and build strong relationships. Children are confident and happy in the nursery. They make friends easily and behave well. Staff are good role models as they lead by example, modelling politeness and kindness. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour, supporting children's personal, social and emotional development. Staff provide a warm, caring, welcoming, safe and stimulating environment where children are free to explore and use their imagination. Children participate in festivals and learn about other cultures and languages. Play resources are of good quality and easily accessible to all children. Children lead their own play and freely choose from the interesting age-appropriate activities set out. Children have plenty of opportunity to exercise in the fresh air as they play and learn in the garden, wearing appropriate clothes for the weather.

Staff promote healthy eating by the provision of a wide variety of colourful fruit at snack time and children learn to pour their own drinks. Staff teach children good table manners, providing them with skills for the future. Staff gather information from parents about

children's individual medical or dietary needs and take careful steps to ensure children do not come into contact with foods that might harm them. Children manage their own personal care needs according to their age and stage of development. They learn the importance of washing their hands after messy play, after using the toilet and before eating. Staff changes nappies discreetly and hygienically and ensure that children remain comfortable. There is a quiet room should a child need to sleep or rest, where they can play with sensory toys and equipment in a peaceful, quiet and calming environment.

Children's safety is of paramount importance to the management and staff. All visitors are required to sign in and out and their attendance is monitored. External doors are kept locked and only opened by staff. Staff monitor doors as children arrive and leave the pre-school. Children are well supervised as staff and volunteers interact with them at all times. Children learn to keep themselves safe as staff remind them not to run when inside. Staff remind them to look out for their friends as they race around the garden in cars and on tricycles. Staff carry out regular fire drills to ensure that all children and adults know what to do should an emergency occur. A fire box is kept within easy reach and contains a rope for children to hold onto when evacuating from the building to ensure they stay together. Staff help children to become emotionally ready for school as they work in partnership with teachers and take children on visits to help them become familiar with the school environment.

The effectiveness of the leadership and management of the early years provision

All staff have a clear understanding of the requirements of the Early Years Foundation Stage. Staff are appropriately qualified and are skilled in promoting good outcomes for children. All the necessary documentation for the safe and efficient management of the nursery is in place. Staff carry out robust risk assessments of the premises and equipment to minimise hazards and make sure the children's environment is safe and secure. As a result, children can play and learn in safety. There is a clear safeguarding policy, including the use of mobile telephones and cameras, to ensure staff protect children. There is a clear whistle blowing policy to ensure staff feel confident to address any concerns should they arise. Children are effectively protected because staff undertake regular training. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being. There are rigorous recruitment and induction procedures and all staff and volunteers have undergone the necessary background vetting checks to ensure they are suitable to work with children. The manager ensures that correct ratios of adults to children are always maintained. There are a number of volunteers working in the setting to support staff and to ensure that children are very well supervised. However, it is not always clear that they understand all the practices and policies of the setting to enable them to effectively support children's needs. Staff keep up to date with their first aid training, so they can deal effectively with minor injuries if necessary. All accidents, illnesses and incidents are appropriately logged and signed by parents.

Staff track children's developmental progress to ensure that any identified gaps in

children's learning are quickly closed. They discuss any concerns regarding children's development with parents and put in place suitable measures for intervention through close links with other professional agencies. The pre-school staff have strong partnerships with parents and invite them to give regular feedback on the activities provided. Staff meet with parents frequently to discuss children's progress. A parents' group supports the pre-school to organise events and outings. Parents speak very highly of the pre-school and recommend it to others. They say the staff are kind and caring and understanding of their children's needs. Parents know they are welcome in the pre-school to speak to the key persons if they have any concerns or want to talk about their children's development.

Staff are well supported by the management team, who closely monitor their practice and the effectiveness of the educational programmes. The key persons closely analyse children's progress to ensure all children achieve their full potential. Staff's professional development is encouraged and they undertake frequent training in order to continue to develop their knowledge and skills. Staff meetings are held to discuss planning, training and evaluation. Continuous self-evaluation identifies the strengths and weaknesses of the nursery and demonstrates clear targets for improvement. The manager welcomes all feedback and quickly responds to suggestions for improvement. The pre-school prepares children well for the next stage in their learning and moving on to school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY471106
Local authority	Redbridge
Inspection number	940734
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	26
Name of provider	Be Babies Limited
Date of previous inspection	not applicable
Telephone number	02085547381

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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