

Calvary Pre-School

174D Vicarage Road, Leyton, London, E10 5DX

Inspection date

Previous inspection date

03/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 pre-school works effectively in partnership with parents and other professionals to support all children, especially those with English as an additional language and those with additional needs.
- Staff consistently use observations and information from parents to determine children's developmental achievements and plan effective and exciting activities to promote further learning and support children to make good progress.
- All staff understand their responsibilities regarding safeguarding children and consistently follow the robust procedures laid down by management. As a result children are protected.
- Leaders and managers have a clear focus for the pre-school which includes developing the staff team and supporting them to access further training. Consequently a strong family based team has evolved who all have the children's needs at heart.

It is not yet outstanding because

- Staff do not promote the educational programme for mathematics as well as other areas, in order for children to learn how numbers, shape and size can be used in everyday activities.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities within the pre-school and outside during a visit to the park.
- The inspector sampled a range of documents including planning, policies and procedures, self-evaluation and staff files.
- The inspector spoke to a number of parents and took their views into account.
- The inspector invited the manager to conduct a joint observation.
- The inspector discussed practice with the manager and staff.

Inspector

Jane Greenslade

Full report

Information about the setting

Calvary Pre-school registered in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is situated in Leyton, in the London Borough of Waltham Forest and operates from two main rooms within a church hall. There is an enclosed outdoor area. The pre-school is open each weekday from 8.30am until 11.30am and 12pm until 3pm, term time only. There is the option to pay for a lunch club between sessions. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. Five staff, including the manager work with the children; all staff hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about numbers, shape and size during their play and daily routines.

Inspection judgements

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

The pre-school serves a multicultural community where many children learn English as an additional language. The pre-school works closely with families to identify key words in their home language and uses these along with visual aids to support children to understand the routines of the day. As a result children learning English as an additional language settle well into the pre-school.

The pre-school works closely with the local children's centre and other professionals to meet children's needs, particularly if they have any specific additional needs, to promote inclusion.

The main room at the pre-school is set up with a range of appropriate and exciting resources at child height to enable children to select resources and equipment independently. The children engage in good levels of play alongside supportive adults who understand each child's age and stage of development. Consequently, all children make good progress. A sensory room is set up directly off the main room which offers a quiet calm space with twinkling lights, cushions, soft toys and books. This supports all children to feel safe and secure, and offers a calm place to be, therefore enhancing all children's well-being, particularly those who learn English as an additional language.

The pre-school has taken part in the Every Child a Talker programme; consequently staff are knowledgeable in supporting children's language and communication effectively. For example encouraging children to talk about feelings as they draw faces with them. Staff use words in the child's home language as well as English, and in this way children are developing strong language alongside literacy skills.

Children freely explore the room and resources, showing great interest in the tub of potatoes they have grown and can now dig up, and the real food items they can play with in their home corner. There are photographs of the foods and meals that children eat in their own homes and items their families may at home use such as a special broom for sweeping up. This supports children to make links in their learning and have real-life experiences, which supports their learning and development strongly. Staff use some mathematical language such as 'higher' and 'taller'. However, they do not extend children's mathematics skills consistently during play and daily routines such as recognising shape in the environment or counting the number of children in a group.

Staff show a good understanding of the requirements of the Early Years Foundation Stage. They undertake regular observations of the children and use these to effectively plan a range of activities and experiences across the seven areas of learning. Children's progress is monitored through regular assessment and staff identify any gaps in their learning to support their needs appropriately. As a result all children make good progress in their learning from their individual starting points.

Staff understand their role as a key person for specific children and develop positive relationships with parents who provide important information about their children's starting points for learning. This helps to inform initial planning to ensure that staff meet children's individual needs consistently. The collaborative working with parents continues both informally with staff talking to them every day, through sharing daily dairies which detail what the child has been learning and enjoying that day as well as information about mealtimes and nappy changing. Formal opportunities involve parents positively in their children's learning even further. These include completing the progress check at two with staff. They also share children's special folders with examples of their work and details of observations and assessments of their learning which have been completed by the key person. Staff also provide parents with information about how they can extend their child's development at home to support each child to make strong progress. Parents value the time spent finding out about their child and the ongoing dialogue between them and their child's key person. As a result children's continuity of learning is well supported and children are ready for the next stage in their learning.

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

The pre-school staff provide a warm caring environment which supports all children to feel safe and secure in their care. Staff work closely with parents at the start of their child's time to settle them in to the setting, offering a flexible approach for each family to meet their needs. Families can visit and spend time in the pre-school both before and after their child has settled. This particularly supports parents who are learning English as an

additional language themselves and further strengthens the bond between family and the pre-school, enhancing children's sense of belonging.

Staff find out about each child's personal needs and work in partnership with the family introducing children to new foods or supporting potty training for example. This partnership working continues throughout the child's time at the pre-school. This care and attention to detail supports all children and as a consequence they show strong attachments to their key person and other staff.

Staff follow strict hygiene procedures when preparing and serving food. For example, staff support all children to understand the need for getting rid of the dirt and germs and all children wash their hands before having a snack. Staff wear gloves to prepare and serve fruit to help to protect children's good health. Children are encouraged to pour their own drinks and be responsible for tidying away their cups and helping other children younger or less able than themselves. Children help to sweep up after play so that the space is ready for those who stay for lunch. As a result children are learning self-help skills which increases their sense of self-esteem and independence, and builds good levels of confidence in preparation for the move to school.

Children are well behaved because staff give them consistent age-appropriate boundaries and guidance. Staff support the children to work together and share space and equipment. For example, children in the home corner are supported to share food and pans to make make-believe dinner for their friends.

Staff ensure that children are able to spend time outdoors every day as part of a healthy lifestyle. At present, as the garden space is being refurbished, the staff take children to the local park. The staff conduct thorough risk assessments before each trip and children wear high visibility jackets so that staff can easily spot them while they are playing. A bag with essentials such as a mobile phone, first aid kit, spare clothes, water and snack is taken so that children's needs can be met while they are out. This means that children keep safe at all times. Staff talk to children on the walk to the park and draw their attention to sounds around them, linking them to a favourite story. For example the sound of the leaves rustling in the trees is linked to the swishy swashy sounds in a story about a bear. Children are encouraged to recall previous walks and the staff discuss different cars and motorbikes with children which fascinates them. Consequently children are supported to make links in their learning.

Children enthusiastically explore the large equipment in the park, running, climbing and sliding with the staff who join in with them. Children are encouraged to plan and think about attempting a small climbing wall and praised for their efforts as they learn to take manageable risks. Children with additional physical needs are encouraged with the staff member's support to slide down a ramp. They repeat this activity until they are confident to slide by themselves with minimal support. As a result staff are supporting and encouraging children's good physical development and exercise.

provision

Clear policies and procedures are in place which effectively support the smooth running of the pre-school and the children's safety and well-being. The management review and update these regularly as part of the pre-school's continuous drive for improvement. Staff demonstrate a secure understanding of safeguarding and child protection, enabling them to recognise potential signs that a child may be at risk of harm. All staff implement the policies and procedures well to support them in safeguarding children's welfare.

Safe recruitment practices are in place with all staff undergoing appropriate checks to ensure their suitability to work with children. The use of a thorough induction procedure helps to ensure that each new member of staff or volunteer understands their role and responsibilities regarding the care and education of children. Security and risk assessment are good and staff ensure that all areas and equipment used by children are safe. Staff practise regular fire drills to ensure all children are familiar with the process and learn to keep safe. These measures ensure that all children are able to play in a safe and secure environment.

The provider along with her manager and staff team work hard to continuously develop the pre-school and the service they provide. Monitoring of educational programmes helps to ensure that all staff's observation, assessment and planning are consistent. All staff contribute to weekly plans and provide a broad range of interesting experiences linked to assessment and children's interests. Consequently staff meet their development and learning needs efficiently.

Regular team meetings take place which give the staff team an opportunity to reflect on their practice and discuss ways in which the pre-school can be developed further to improve outcomes for children. All staff hold an appropriate early years qualification and the provider is supporting them to further their qualifications. Staff have regular individual supervision meetings with the manager where their working practice can be reviewed and areas for development discussed. Training opportunities are identified and made available by the provider to drive improving quality in the provision. The provider undertakes supervision with the manager and regularly spends time in the pre-school checking on the environment and interaction between staff and children. This demonstrates the commitment by the provider and manager to support the quality of teaching in the pre-school and how this has an impact on children's development.

The pre-school works closely with its local authority early years advisor and children's centre professionals to further support the development of the pre-school and their work with families. Good transition arrangements are in place for children who are moving on to school. Pre-school staff have visited the schools with the child and their parent where possible and shared information. The pre-school invites the local school to come to see the children and their parents in the setting before the end of term to support good partnership and transition arrangements.

All parents spoken to during the inspection provided positive feedback about the pre-school. They said that their children loved coming to pre-school and that the staff could

not do enough for them. Parents appreciated the time taken to find out essential words in their home language to support children when they first started and the input of staff to support children to learn English. Parents of children with additional needs spoke highly of the pre-school and the way they have worked together to support their children who have made good progress since being at pre-school. Parents say that staff are very approachable and they would not hesitate to recommend the pre-school to other parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY468586
Local authority	Waltham Forest
Inspection number	938454
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	60
Number of children on roll	22
Name of provider	Calvary Charismatic Baptist Church
Date of previous inspection	not applicable
Telephone number	07947121463

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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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