

# Childville Pre-School

Gascoigne Community Association, Community Centre, 124-128 St. Anns, BARKING, Essex, IG11 7AD



<b>Inspection date</b>	22 April 2015
Previous inspection date	19 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The manager and staff know children well. They have a good knowledge of how children learn, and of the seven areas of learning. Staff make effective observations of children as they play and use these to plan challenging activities to promote their development in all areas.
- Staff have a good knowledge of the indicators that a child may be at risk of harm. They confidently explain the procedures to follow if they have concerns about a child in their care. Staff are very knowledgeable about how to make contact with the relevant authorities should they need to make a referral.
- Staff successfully support children with special educational needs and/or disabilities. They work well as a team to provide consistency of care for children. This approach supports children's developmental and emotional needs well as they become familiar with routines and staff members.
- Staff are skilled at encouraging children's communication development. They do this well during routines and spontaneous play activities. They give children plenty of time to answer questions and make effective comments during play so that children can learn new words.

### It is not yet outstanding because:

- Staff do not involve children in the preparation of snack items. This means that children do not learn about how the fruit looks before it is cut up.
- Children cannot choose from a stimulating display of books in the outside area.

## What the setting needs to do to improve further

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

- provide opportunities for children to help prepare snack items so that they can develop their awareness of healthy foods even more
- develop the range of books provided in the outside area so that those children who prefer to learn outside have a wider choice of reading material.

### Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector spoke with children, parents, staff and managers at appropriate times during the inspection.
- The inspector made observations as children took part in routines and play activities.
- The inspector sampled documentation including policies, staff files and children's records.

### Inspector

Lesley Hodges

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children confidently choose what to play with from the good quality resources available. Staff know children well and successfully plan for their individual learning. Planning documentation is clear and understood by all staff. This means that staff can support all children as they take part in activities. Teaching is good. Staff are focused on how best to teach children, taking their interests and development levels into account. Staff ably support children as they prepare for the move to school. Children write their names with pencils and paints and staff work with parents to encourage children to practise these skills at home. Staff effectively use opportunities, such as snack time, to introduce numbers and counting. For example, children enjoy counting pieces of fruit and comparing their sizes. Staff complete accurate assessments of children's progress and regularly share these with parents to involve them in their learning.

### **The contribution of the early years provision to the well-being of children is good**

Children build good relationships with staff and with each other. They help their friends to learn the routines of the setting, demonstrating their caring approach. Snack time is a relaxed and sociable time as children and staff chat together. Children develop independence skills as they wash their hands, pour their drinks and clear away their plates and cups when they have finished. Overall, staff promote children's awareness of healthy foods during this time. Children learn how to keep themselves safe in the setting and on the short walk to the play area. Staff effectively use circle times and routines to encourage children to think about their personal safety and to discuss behavioural expectations. As a result, children behave well and enthusiastically join in with safety routines.

### **The effectiveness of the leadership and management of the early years provision is good**

Managers have successfully addressed the actions raised at the last inspection. New policies, procedures and risk assessments mean that staff fully consider all safeguarding and well-being implications when planning outside play. The manager has introduced effective systems to monitor staff performance. She uses regular supervision meetings and observations of staff practice to identify training needs which she then addresses successfully. For example, recent staff training has focused on children's communication development, and new strategies are consistently embedded in practice. The manager works well with the advisor from the local authority and has a detailed development plan which she updates regularly. Her good understanding of the requirements of the Early Years Foundation Stage supports the smooth running of the setting. Partnerships with parents are strong. Staff regularly encourage parents to provide ideas for planning and to contribute to children's development folders.

## Setting details

<b>Unique reference number</b>	EY386511
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	986196
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Childville After School Services Ltd
<b>Date of previous inspection</b>	19 June 2014
<b>Telephone number</b>	07919913302

Childville Pre-school is run by Childville After School Services Ltd. It registered in 2008 and operates from the Gascoigne Community Centre, in Barking in the London Borough of Barking and Dagenham. The pre-school is open from 9am to 12pm and from 12.15pm to 3.15pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four. The pre-school employs 13 members of staff, all of whom hold appropriate early years qualifications.

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