

Barley Lane Pre-School and Afterschool Centre



St. Pauls Community Centre, Barley Lane, ILFORD, Essex, IG3 8XE

Inspection date

24 June 2015

Previous inspection date

8 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress because staff have a secure understanding of how they learn. Staff teach children well during planned and spontaneous activities.
- Staff use their accurate observations to plan for all children's learning. They work well with other professionals to support children with special educational needs and/or disabilities. The manager effectively monitors all children's progress.
- Staff provide a warm welcome and help children form secure relationships with staff and others. This means that children are confident when choosing what to play with and when exploring the setting.
- The manager is organised and efficient, and has a good knowledge of all aspects of the provision. She works in partnership with the provider to set out clear ideas for reviewing the provision and driving improvement.
- Staff ensure that children are safe as they play in all areas of the setting. Staff further safeguard children as they have a good understanding of the signs when a child is at risk of harm and know who to contact if they have concerns.
- Staff provide a varied range of stimulating activities and trips for children who attend the after school and holiday clubs.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's learning by using relevant questions during routines and when they play with children.
- Staff do not always provide writing resources for children to use during their play, so that they can practise writing whenever they choose.

What the setting needs to do to improve further

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

- provide a wider range of writing resources in more areas of the setting for children to use during play
- strengthen questioning techniques so that children are challenged to think about their play.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed as children played and took part in daily routines.
- The inspector spoke to children, parents, staff and managers at appropriate times during the inspection.
- The inspector sampled documentation including staff folders, policies and procedures, and children's development folders.

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 are confident learners. They explore the setting and select resources to enhance their play. Children develop their awareness of numbers, sizes and shapes during sand play. Staff support this play well. They encourage children to compare sizes of containers and count the models they are making. Staff provide some areas for children to draw and write and promote older children's early literacy skills as they learn to write their names. These activities prepare children well for the move to school. Staff carefully use their observations to provide resources which build on children's current interests. They share these observations with colleagues and the manager, and this effective teamwork supports all children's learning and curiosity as they develop new skills.

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

Children form close friendships. They enjoy imaginative games and share resources well. Staff promote a positive attitude and have a consistent approach to managing children's behaviour. Children understand about sharing and taking turns because staff clearly explain why it is nice to do so. Children learn to manage self-help skills themselves. They peel their fruit at snack time and choose where to display their pictures around the setting. This helps them to consider their environment and feel proud about their achievements. Staff greet children warmly when they arrive, building close bonds to make children feel welcome and valued. Children enjoy small group activities such as sharing favourite stories with their key person, which further promotes their interest in literacy. Children enjoy physical play, stories and role play in the outside area, spending much of their time in the fresh air. This further promotes their good health.

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

The management team implements the requirements of the Early Years Foundation Stage well. The manager deploys staff effectively. Using staff skills, she matches the key person well with children who are learning to speak English as an additional language. She reviews the provision rigorously and takes a professional approach to all matters. Staff carry out valuable checks and minimise risks to children's safety during school drop-offs and pick-ups. Recruitment and induction procedures are robust and include effective checks on the suitability of staff. The manager and staff review their practice with regular supervision meetings. Staff identify their training needs and qualified staff share ideas for good practice with less experienced colleagues. Parents speak highly of the staff. They praise the regular information they receive about their children's progress and share details about their children's interests at home. This means that staff can use this information in their planning to provide continuity of care.

Setting details

Unique reference number	EY413291
Local authority	Redbridge
Inspection number	838667
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	118
Name of provider	Pedagogy Auras UK Limited
Date of previous inspection	8 December 2010
Telephone number	07595931990

Barley Lane Pre-School and Afterschool Centre registered in 2010. The setting operates from St Paul's Church Community Centre in the London Borough of Redbridge. The pre-school offers sessions between 8.45am to 11.45am and 12pm to 3pm, term-time only. The out of school club operates from 7am to 8.45am and 3pm to 7pm, term time only. During school holidays, the setting operates for holiday care from 7am to 7pm. The setting receives funding for the provision of free early education for children aged two, three and four years old. The setting employs 18 members of staff including the administrator and kitchen staff. Of these, 12 members of staff hold a relevant early years qualification, including one with Early Years Professional Status.

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