

# Barkingside Kindergarten

Holy Trinity Church Hall, Holy Trinity Church, Mossford Green, Ilford, Essex, IG6 2BX



## Inspection date

29 September 2015

Previous inspection date

5 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Leaders implement effective risk assessment processes and safety procedures. This provides a secure environment in which children play and learn.
- Staff work hard to provide a wide range of good-quality resources and activities daily for the children. This stimulates children's imagination and motivates them to learn further.
- Leaders effectively oversee the arrangements for staff deployment. Therefore, all staff work well together, which means children's safety is a priority and the organisation of the nursery is good.
- Staff create a relaxed, fun and homely environment. Therefore, children behave well, gain confidence and independence, and show that they value and respect one another.
- Staff establish close working relationships with parents and carers. As a result, parents and carers are fully involved in helping their children to learn.
- Staff communicate effectively with teachers to share information about children's individual needs. Therefore, children move smoothly on to school.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities in all environments to extend children's early writing skills.

## **What the setting needs to do to improve further**

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

- increase opportunities for children to practise their early writing skills throughout the daily routine.

### **Inspection activities**

- The inspector observed children's play and staff interaction in all environments.
- The inspector talked with staff and parents to gather their views about the setting.
- The inspector examined documentation, including children's records, the setting's policies, and staff training and suitability records.
- The inspector looked at arrangements for keeping children safe.
- The inspector held discussions with the manager.

### **Inspector**

Nadia Mahabir

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend safeguarding training to ensure they are aware of the appropriate action to take in order to promote children's welfare. The procedures for recruiting new practitioners are robust. For example, staff undergo a thorough induction process to ensure they have the relevant knowledge of the nursery's policies and procedures. The manager skilfully identifies areas of strength and development in staff performance. Therefore, staff benefit from ongoing training opportunities to improve their knowledge and skills. Leaders closely monitor children's progress to identify and address any gaps in their learning. Furthermore, they work together with staff to evaluate the quality of the provision and identify areas for development, to help improve children's overall experiences. The nursery receives advice and support from the local early years team in order to help them drive forward continuous improvements.

### Quality of teaching, learning and assessment is good

Children remain focused during activities. This is because staff know how to engage them fully in their learning. For example, staff use skilful questioning to extend children's thinking skills and attentively listen while children speak. Staff effectively support younger children's emerging language and communication skills throughout the daily routine. For example, they talk with children in a positive way about their achievements; therefore, children beam with pleasure and demonstrate a sense of pride. Staff plan a range of activities and patiently show children how to use the resources. Therefore, children learn to use a variety of tools and resources, such as when exploring with modelling dough and making collages. Staff are enthusiastic and have a secure understanding of how to engage all children. As a result, children make good progress in their learning and development.

### Personal development, behaviour and welfare are good

Staff have built effective relationships with the children, including those who are new to the setting. Staff promote a healthy attitude to exercise and ensure children have regular access to the outdoor environment throughout the day. Therefore, children learn to be active in their play and learning. Children quickly develop their independence skills; for example, they know how and when to wash their hands. The children come from a diverse range of backgrounds and staff continually promote acceptance and celebrate the importance of all children's beliefs and cultures. Staff consistently model positive behaviour. This helps children learn to share, take turns and respect each other. As a result, children's behaviour is good.

### Outcomes for children are good

Children who are learning to speak English as an additional language settle quickly and gain confidence to play and speak to their peers. Therefore, children's language and communication skills are developing well from their starting point. Overall, all groups of children acquire the necessary skills they need in preparation for their future learning.

## Setting details

<b>Unique reference number</b>	128450
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	836268
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Barbara Helen Elizabeth Hands
<b>Date of previous inspection</b>	5 November 2009
<b>Telephone number</b>	07926 369208

Barkingside Kindergarten is located in Barkingside, in the London Borough of Redbridge. It opens from 9am to 12pm, during school term times only. The provider employs five members of staff; two of whom hold recognised childcare qualifications at level 3, two at level 2 and the manager holds a childcare qualification at level 4. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years.

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