

Mill Grove Pre-School

10 Crescent Road, South Woodford, London, E18 1JB



Inspection date

9 October 2015

Previous inspection date

17 November 2011

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

- Children form trusting bonds with the staff team. Staff deploy themselves well to effectively support and comfort children when necessary, particularly those that are new to the pre-school. This enables all children to settle quickly and explore their rich learning environment.
- The staff team provides children with a good range of challenging learning experiences, both indoors and outdoors. As a result, children are enthusiastic to learn.
- Partnerships with parents and external agencies are effective. During the inspection, parents spoke highly of the staff team and their children's progress.
- Staff establish successful links with local schools. Consequently, children are suitably prepared for their next stage in learning.
- Children have opportunities to learn about other people and communities, and staff provide a welcoming environment. Therefore, children broaden their understanding of the wider world and show respect towards one another.

It is not yet outstanding because:

- Leaders do not always make the best use of monitoring systems to target more precisely any emerging needs of different groups of children.
- On occasion, staff do not use all opportunities to foster children's communication and language development, such as when asking questions.

What the setting needs to do to improve further

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

- strengthen monitoring systems, in particular to precisely identify the emerging needs and progress of different groups of children
- offer children sufficient time to think and respond to questions to extend their communication and language skills.

Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of relevant documentation, including self-evaluation documents and evidence of staff suitability.
- The inspector spoke to parents during the inspection and took into account their views.

Inspector

Bushra Khan

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified and experienced manager is committed to her role and fully understands her responsibilities. As a result, she prioritises continuous improvement. The manager seeks the views of staff, parents and children when evaluating the quality of the provision and values their feedback. The manager monitors staff performance through supervision meetings and encourages staff to attend ongoing training to improve their teaching practice, such as ways to promote children's literacy skills. As a result, staff develop their individual skills and improve outcomes for children. The staff team and manager monitor children's progress and gaps in learning are closing. Safeguarding is effective. All staff undergo safeguarding training. They understand the signs and symptoms that may raise cause for concern and procedures to follow for reporting any welfare concerns.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of the requirements of the Early Years Foundation Stage. They plan effectively according to children's interests and abilities. Therefore, children make good progress in their learning and development when compared to their starting points. Children are confident in making their own play choices and keenly take part in activities. Overall, staff interact well with all children. For example, they talk to children and seek their views to extend their communication and language development. Staff are skilful at promoting children's mathematical learning, for example, as they introduce number songs during activities. As a result, children gain the necessary skills for their future move to school. Staff complete ongoing observations and assessments of children's learning, which they use effectively to inform future planning.

Personal development, behaviour and welfare are good

Children make good progress in developing their personal, social and emotional skills. For example, they listen, respond to and follow instructions carefully. Children behave well; staff implement an effective behaviour policy, and clearly define boundaries and expectations. Staff promote children's understanding of a healthy lifestyle, such as through regular physical exercise and offering healthy food options. Additionally, children access an extensive and well-resourced outdoor environment and develop their large motor skills.

Outcomes for children are good

Overall, children make good progress. Staff identify children's next steps in learning and carefully plan activities that motivate them. Children are supported well in activities and gain essential skills to prepare them for their move to school.

Setting details

Unique reference number	128475
Local authority	Redbridge
Inspection number	840737
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	39
Name of provider	Mill Grove Christian Charitable Trust
Date of previous inspection	17 November 2011
Telephone number	020 8504 2702

Mill Grove Pre-School registered in 1992. It is situated in South Woodford, in the London Borough of Redbridge. The provision is open during term time, from 8am until 6pm, Monday to Thursday, and from 8am to 3.30pm on Friday. The provider employs 10 staff members, most of whom are suitably qualified at level 2 to level 4. The provider is in receipt of funding for free early education to children aged two, three and four years.

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