

# Downshall Pre-school Playgroup

St John's Church Centre, St John's Road, Newbury Park, Ilford, Essex, IG2 7BB



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 14 October 2015 |
| Previous inspection date | 8 June 2011     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 feel safe and secure in the pre-school because staff provide a warm, friendly and welcoming environment.
- Parents contribute to initial assessments of children's development and learning. This helps the staff to identify children's levels of development from the start.
- Staff plan enjoyable and challenging activities that incorporate children's interests and the next steps in their learning. This ensures children are motivated and eager to learn.
- Partnerships with parents are strong, and staff encourage parents to share information about their children's experiences at home. Staff aid continuity by sharing ideas for activities that parents can do at home to strengthen children's learning.
- Staff work closely with other settings that children attend to promote consistency in planning for children's development.
- Leaders make sure that staff receive the training that they need. Staff use their skills to provide an effective range of interesting experiences that promote successful outcomes for children.
- Leaders evaluate practice, the activities they provide and the play environment. They seek parents' views, and observe children, to help them to evaluate the strengths of the pre-school and the areas for improvement.

### It is not yet outstanding because:

- Children do not have every opportunity to develop personal independence fully, such as pouring their own drinks and helping to prepare their snacks.

## What the setting needs to do to improve further

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

- provide more regular opportunities for children to practise their self-help skills during daily routines.

### Inspection activities

- The inspector observed staff interaction with children.
- The inspector held discussions with the manager and staff and spoke to children throughout the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector took account of the parents' views by speaking with them on the day.
- The inspector looked at staff suitability and qualifications, planning, records of children's progress, risk assessments, attendance records, permissions forms and a range of other documentation, including policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders check that all staff understand requirements. They use effective systems to monitor progress in children's learning. Key persons keep good records of children's development and they share these regularly with parents. Staff plan appropriate activities to promote children's continuous progress across all areas of learning. Safeguarding is effective. Leaders check that staff implement policies and procedures effectively. Parents are helped to understand how staff manage children's behaviour to promote consistency between home and the pre-school. Staff carry out thorough risk assessments of the premises and when they take children on outings. Staff check that children understand safe practices and teach them to keep themselves safe.

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

The quality of teaching is good. Staff use effective observations and assessments to ensure their planning effectively takes account of children's individual needs. Children choose freely from the resources available and staff extend their knowledge by introducing other aspects of learning into their play. For example, as children enjoy playing with damp coloured sand, staff talk about mathematical concepts such as empty and full, and high and low. Staff are skilled in identifying children who need extra support. They help parents to seek help from external agencies to ensure children receive the services they need to further their development. Staff effectively support children who are learning English as an additional language through making good use of the staff team's individual skills. This ensures all children make good progress in their communication and language development.

### Personal development, behaviour and welfare are good

Staff are sensitive to children's needs and know how to help them to settle. Parents speak highly of the care their children receive. Children become confident as they make secure attachments to their key persons. Staff provide children with healthy snacks and they learn about healthy eating through fun activities that imitate the outside world. Children learn about the world through role play and by going out into their local community. Staff help children to learn about each other's cultures. Children explore a variety of cultural foods. Children have access to fresh air and exercise in the well-equipped garden. They learn to take turns and share. Children learn how to relate to each other and their behaviour is good. Staff help children to learn about the routines of the pre-school.

### Outcomes for children are good

All children make good progress. Children gain confidence. Older children are well prepared for school, for example, through learning to recognise letters and numbers, their own names and through gaining early writing skills.

## Setting details

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | 128463                                   |
| <b>Local authority</b>             | Redbridge                                |
| <b>Inspection number</b>           | 840733                                   |
| <b>Type of provision</b>           | Sessional provision                      |
| <b>Day care type</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>  | 18                                       |
| <b>Name of provider</b>            | Downshall Pre-School Playgroup Committee |
| <b>Date of previous inspection</b> | 8 June 2011                              |
| <b>Telephone number</b>            | 07724 157 213                            |

Downshall Pre-school Playgroup registered in 1992. It is situated in Newbury Park, in the London Borough of Redbridge. The pre-school operates Monday to Friday, from 9.30am to 12.30pm, during school terms. The pre-school employs five members of staff. The staff all hold early years qualifications and the manager holds a qualification at level 6. The pre-school is accredited to receive government funding for the provision of early education for children aged two, three and four years.

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