

Abelle Pre-School

St John The Divine Church, 522 Goresbrook Road, Dagenham, RM9 4XA



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| Inspection date | 17 November 2015 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- The provider has good knowledge of the Early Years Foundation Stage requirements. Children receive good education and care, and staff ensure that children are kept safe.
- Effective leadership means that children and staff are consistently monitored. Staff practice improves with support and guidance, and any gaps in children's development gradually close.
- Staff are good role models to children. They treat children respectfully and meet their individual needs well. Children are confident, independent and eager learners.
- Strong relationships with parents help ensure that children make good progress from their starting points. Staff share children's records and find out from parents about children's abilities when they start.

It is not yet outstanding because:

- On some occasions, staff do not organise and adapt group activities as well as possible to excite children and maintain their interest to aid rapid progress.

What the setting needs to do to improve further

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

- organise group activities more effectively so that all children remain thoroughly engaged.

Inspection activities

- The inspector observed the children indoors and outdoors, and checked the premises and resources.
- The inspector observed a sample of documentation.
- The inspector spoke to the parents, staff, children and the management team at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Caroline Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to identify any possible welfare concerns and to report these to the designated safeguarding officer. In addition, staff carry out detailed risk assessments. The provider has implemented robust procedures to ensure that children cannot leave the premises unattended. The outdoor gate is secured effectively. Staff supervise children closely. For example, they complete records showing when children are playing outdoors and they count children every fifteen minutes. The management team drives improvement and evaluates practice regularly. The provider has appointed an area manager to work closely with staff, monitoring their practice and offering guidance and training. Staff have completed appropriate training to enable them to teach children about good hygiene practices, which has further improved children's understanding of healthy lifestyles. Staff promote children's understanding of diversity well. For example, children learn about various festivals and learn to respect similarities and differences.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments. Children progress well from their starting points, including those who are learning English as an additional language. Children make good progress in developing their language and communication skills. For example, they enjoy matching picture cards, identifying objects and saying what they are. Staff promote children's physical skills well. For example, children have many opportunities to run, walk, climb and ride wheeled toys. Staff promote children's creative development in various ways. For example, children enjoy using musical instruments and take part in role play activities. All children are well prepared for school. Children with specific needs make good progress. Staff work well with external agencies to help them meet children's needs effectively.

Personal development, behaviour and welfare are good

Children behave well and know about expected rules of behaviour. They are kind and respect each other. Children attend to their personal needs with good support from staff and take on appropriate small responsibilities. Staff provide children with a healthy range of snacks. Staff promote children's understanding of safety. Children are mindful of each other during play and play safely with outdoor resources. They begin to understand the importance of road safety.

Outcomes for children are good

All children make good progress from when they start and are well prepared for the next stage of their education. Children gain useful skills. They learn to listen carefully to each other.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY481897 |
| Local authority | Barking & Dagenham |
| Inspection number | 1031945 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 36 |
| Number of children on roll | 36 |
| Name of provider | Abelle Limited |
| Date of previous inspection | Not applicable |
| Telephone number | 07914824676 |

Abelle Pre-School registered in 2014. The pre-school is situated in Dagenham, in the London Borough of Barking and Dagenham. The pre-school opens Monday to Friday from 9am to 3pm, during term time. The provider is accredited to receive government funding for the provision of free early education for children age two, three and four years. The setting employs nine members of staff. All staff hold appropriate early years qualifications at level 2 and above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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