

# Sparrows All Saints Goodmayes

All Saints Church and Hall, 51 Goodmayes Lane, Ilford, IG3 9PB



<b>Inspection date</b>	20 April 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not understand their roles as key persons well enough to support all children, particularly to help new children deal with change, build secure attachments and promote their emotional well-being.
- Staff do not organise group activities to ensure they reflect children's individual needs, age and stage of development, which leads to some children losing focus and becoming distracted.
- The manager does not ensure staff receive enough support as part of the supervision process, in particular to address and follow up on children's individual needs.
- Staff miss opportunities to extend children's mathematical understanding, in particular the use of mathematical language, to enhance their learning further.
- The setting's method for self-evaluation does not always enable the manager and staff to identify all areas of weakness and prioritise these for improvement.

### It has the following strengths

- Children gain a suitable understanding of healthy eating, such as nutritional foods that are good for them, to promote their health.
- Staff encourage children to move freely and with ease, such as from one activity to the next, to pursue their own interests and play.
- Children benefit from a wide range of resources to support their learning. They are making steady progress in all areas of learning.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ develop the role of the key person, in particular to help children during the settling-in process, so they become familiar with coping with change, to promote their emotional well-being</li> </ul>	27/04/2016
<ul style="list-style-type: none"> <li>■ ensure the organisation of larger group activities take into account children's individual learning needs and stage of development, so they are engaged fully and benefit from the learning experience</li> </ul>	27/04/2016
<ul style="list-style-type: none"> <li>■ improve supervision processes so all staff understand their roles fully and to ensure they receive prompt support to address any issues relating to children's individual learning and development.</li> </ul>	27/04/2016

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

- increase opportunities throughout the day for children to strengthen their mathematical skills further
- use all opportunities to improve self-evaluation, to identify and address any weaknesses in practice and to promote good outcomes for all children.

### Inspection activities

- The inspector observed staff interactions with children throughout the learning environment.
- The inspector spoke to staff and management at different intervals during the inspection.
- The inspector took into account the views of parents through written feedback and discussion.
- The inspector held discussions with the provider about the setting's evaluation processes and action plan.
- The inspector observed documents, including the setting's policies and procedures.

**Inspector**  
S Campbell

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff are clear about child protection procedures and attend training to underpin their knowledge. However, the processes for supervising staff and embedding their roles as key person are not good enough, in particular to address children's individual needs fully. The manager assesses and removes hazards so children can play safely. Staff supervise children well, including during outdoor play, and are familiar with the procedures for dealing with accidents or injuries. Staff attend ongoing training to increase their skills, such as in promoting imaginative play. Staff develop suitable relationships with parents and regularly inform them about their children's progress, for example, through parent consultation meetings. However, self-evaluation processes are still ongoing, to enable the manager to prioritise all areas for improvement.

### **Quality of teaching, learning and assessment requires improvement**

Staff undertake observation and assessments of children's learning, which they use to inform planning and share with parents. The planning of activities generally reflects children's next steps in learning. However, staff's organisation of some larger activities, particularly during the morning session, lead to some children becoming less engaged and slightly distracted, such as in using some resources incorrectly. Children enjoy taking part in activities to develop their early writing skills, such as painting and drawing. Staff encourage children to recognise and make connections to letters; for example, they encourage children to find the letters in their names during self-registration. However, staff miss opportunities to extend children's awareness of mathematical language, such as 'big' and 'small', during play.

### **Personal development, behaviour and welfare require improvement**

Staff do not fully understand their roles as key persons. They do not always prioritise children's emotional well-being, in particular when settling-in new children, to help them deal with change. Children generally behave well. Staff encourage children to play with their friends. For example, they use an egg timer so that children take responsibility for sharing and taking turns. Children generally show an awareness of their own personal safety. For example, they act out real-life scenarios to develop their understanding of how to keep themselves safe, such as road safety awareness.

### **Outcomes for children require improvement**

Children are gaining the necessary skills in preparation for their move to school. They show an interest in learning about the world and the cultures of others; for example, they enjoy visiting places of worship. Children enjoy daily outdoor play and develop their physical skills. However, due to the gaps in supporting children's individual needs fully, this hinders them from making consistently good progress in their learning.

## Setting details

<b>Unique reference number</b>	EY476671
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	973027
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Sparrows Trading Company Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0208 599 8458

Sparrows All Saints Goodmayes registered in 2014. It operates from All Saints Church and Hall in Goodmayes, in the London Borough of Redbridge. The nursery operates during term time only, for 38 weeks of the year. It offers sessional care from 9am to 12pm and 1pm to 4pm. The provider employs 10 staff; most staff hold appropriate early years qualifications.

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