

Liberty Play House and Day Care

Clarks Road, Ilford High Street, Ilford, Essex, IG1 1UG



Inspection date

23 May 2016

Previous inspection date

5 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 staff team is well qualified and has good knowledge of how children learn. All children make good progress in their learning and development.
- Partnerships with parents and relevant professionals are strong. This enables staff to meet the individual needs of the children effectively and put extra support in place where required.
- The pre-school is welcoming and stimulating. Children are confident and keen to play and explore the well-resourced learning environment.
- Children benefit from the praise and encouragement that they receive from staff. They settle well and enjoy their time at the pre-school.
- Staff ensure that children can explore in a safe environment. For example, they regularly carry out risk assessments and teach children how to keep themselves safe.
- Children benefit from fresh air and exercise. They enjoy a good variety of interesting outdoor activities that keep them physically active.
- The manager evaluates the setting well. She is enthusiastic and committed to continually improving the provision.

It is not yet outstanding because:

- On occasion, children are not given time to complete their play and consolidate their learning, before being moved on.

What the setting needs to do to improve further

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

- ensure that children are given sufficient time to complete their play and consolidate their learning, before being moved on.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector viewed samples of children's development records.
- The inspector examined documentation, including self-evaluation, risk assessments and policies and procedures, and reviewed evidence of the suitability checks and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Phyllis Cooper

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff understand the procedures to protect children from harm and have clear guidelines to follow in the event of a concern about a child's welfare. Clear recruitment processes are in place to check the suitability of staff. The manager is committed to improving the provision and has made several changes since the previous inspection. For example, the garden area has been developed with new resources to support children who learn best outdoors. The manager monitors staff's practice at regular supervision sessions. She identifies what professional development would benefit staff to continuously improve children's outcomes. The manager has good partnerships with the local authority to help improve teaching and learning.

Quality of teaching, learning and assessment is good

Children make good developmental progress. Staff accurately assess the progress of all children. They use the information gained from parents and their own ongoing observations to plan a range of activities that interest and motivate children to learn. Children benefit from a safe, secure environment where they have a range of opportunities to learn about diversity and the world around them. For example, children take part in a range of celebrations and festivals. They learn about the insects living in the environment and share their knowledge of how caterpillars turn into butterflies. Staff keep parents fully informed about their children's progress and well-being.

Personal development, behaviour and welfare are good

Staff are calm and caring. They form secure emotional attachments with children, which helps children feel safe and supports their well-being. Children show a strong sense of belonging as they share their ideas and follow routines. For example, they sing solo during music and movement time, and help to tidy resources away and learn to dress themselves. Staff work well with children to help them understand acceptable behaviour. They support them sensitively to learn to sort out minor conflicts for themselves, and gently remind them of the rules, and the need to consider each other's feelings. Children learn to share and take turns and have respect for each other, which helps them to adapt their behaviour and develop positive friendships. Children enjoy nutritious snacks which take into account their dietary needs. Staff encourage children to develop their self-help skills. For example, children independently serve themselves and try new tastes.

Outcomes for children are good

Children make good progress from their starting points in all areas of learning and development. Staff work effectively to support children to have the key skills needed for the next stage in their learning and school. Children successfully problem solve as they play and are confident learners who express themselves well.

Setting details

Unique reference number	EY376052
Local authority	Redbridge
Inspection number	1028351
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	14
Name of registered person	RCCG Liberty Christian Connections
Registered person unique reference number	RP902161
Date of previous inspection	5 June 2013
Telephone number	0208 514 0145

Liberty House Playschool and Day Care registered in 2008 and opened in 2012. The pre-school is open each weekday from 9.15am to midday during school term time. There are four members of staff, all of whom hold appropriate early years qualifications. The manager holds early years professional status.

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