

Abelle Pre-School St. Martins

St Martins Vicarage, Goresbrook Road, Dagenham, Essex, RM9 6UX



Inspection date

22 June 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 are inconsistent in their approach to managing children's behaviour. Children do not always behave well.
- Staff are not always deployed effectively to support and extend children's learning.
- Staff do not always share children's next steps of learning with parents so they can provide continuity and help them learn at home.
- Children who learn best outside are not fully supported. For example, there are fewer opportunities outdoors for them to develop their early reading skills.
- Self-evaluation is not fully effective in identifying all areas for improvement.

It has the following strengths

- Staff have a secure understanding of safeguarding and how to follow the pre-school's child protection procedures. There are effective systems in place to ensure that staff working with children are suitable for their roles.
- The manager and staff use effective observation, planning and assessment systems to identify gaps in children's development and meet their ongoing learning needs. Children are making steady progress for their age.
- Children develop secure bonds with their key person and feel happy to play and learn in the pre-school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that staff have a good understanding of strategies to provide children with clear and consistent guidance on acceptable behaviour	22/07/2016
■ ensure staff are deployed effectively to support children's learning at all times.	22/07/2016

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

- extend learning opportunities for those children who learn best outdoors to help them make the best possible progress
- strengthen parents' involvement in their children's learning to help provide continuity
- make effective use of self-evaluation to target all areas for improvement and enhance outcomes for children.

Inspection activities

- The inspector observed children at play and staff interactions with children.
- The inspector completed a joint observation with the manager.
- The inspector looked at documentation, including children's assessment records, staff suitability checks and a selection of policies and procedures, for example, safeguarding and the complaints procedure.
- The inspector spoke to members of staff at appropriate times throughout the day and held meetings with the manager.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager ensures that there are enough staff available on a daily basis to supervise children effectively. However, she does not deploy staff effectively to ensure children's learning is fully supported at all times. For example, at snack time staff concentrated on children's hand washing routines and preparing snack without ensuring that children who were waiting to be served were engaged in any meaningful learning. This resulted in some children becoming bored and behaving negatively. The manager monitors the quality of the provision and staff performance to help identify areas where they can improve. However, she has not identified the inconsistency in how staff manage children's behaviour. Safeguarding is effective. Staff carry out thorough risk assessments to help children play in safety. There are ongoing training opportunities for staff to help keep their knowledge of child protection issues up to date.

Quality of teaching, learning and assessment requires improvement

Overall, staff provide an interesting range of activities and offer encouragement for children to take part in activities. However, they do not always engage with children to extend their interest and learning further. For example, when children decided to use oats to make a cake, there were no staff present to interact with them and extend this activity. Generally, staff support children's communication and language development well. For example, during a planned painting activity, staff asked relevant questions and gave the children time to think and share their ideas. Staff use effective observation to monitor children's progress. However, they do not always share children's next steps of learning with parents to help provide continuity.

Personal development, behaviour and welfare require improvement

Staff are quick to respond to behaviour issues but they do not always give explanations and encourage children to take responsibility for their actions. For example, when children played inappropriately with items of cutlery, staff did not explain the consequences of their actions but removed the items. This does not help children to learn how to behave well. Staff support children to develop an understanding of healthy lifestyles. For example, they provide healthy snacks and read books about healthy teeth to help the children develop good oral hygiene routines.

Outcomes for children require improvement

Children make typical progress from their starting points on entry. However, they do not always learn about how to behave and do not make as much progress as possible due to a lack of consistent support from staff. Children communicate well with each other. They are imaginative and like to investigate. For example, they experimented with mixing colours to get different shades. They acquire the basic skills needed to start school.

Setting details

Unique reference number	EY493921
Local authority	Barking & Dagenham
Inspection number	1025462
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	30
Number of children on roll	7
Name of registered person	Abelle Limited
Registered person unique reference number	RP906004
Date of previous inspection	Not applicable
Telephone number	07847413308

Abelle Pre-School St Martins registered in 2015. The pre-school is situated in Dagenham, in the London Borough of Barking and Dagenham. It is open Monday, Wednesday, Thursday and Friday from 8.30am to 2.30pm, term time only. Three members of staff work directly with the children; of these, two have appropriate childcare qualifications. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

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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