

# Iford Preschool Breakfast & Afterschool Club



Iford Catholic Club, 324 High Road, Ilford, Essex, IG1 1QP

<b>Inspection date</b>	10 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders evaluate the quality of the provision effectively. For example, they encourage staff to reflect on their own practice consistently as well as their colleagues, to improve children's daily experiences.
- Effective staff deployment and strong teamwork ensure the smooth day-to-day running of this provision. Staff implement policies and procedures well, and ensure families and children are pleased with the service they receive.
- Staff have a good understanding of their responsibilities and know individual children's needs and interests well. They provide a wide range of resources and interesting learning opportunities. All children make good progress in their development.
- Children consistently display positive behaviour. For example, children know when to say 'please' and 'thank you'. Staff act as good role models and set clear boundaries to teach children right from wrong.

### It is not yet outstanding because:

- Staff do not make the most of daily opportunities to increase further children's mathematical skills, in particular, their understanding of measurement.
- At times, some staff do not give younger children sufficient time to respond to questions before moving on, to extend further their language development.

## What the setting needs to do to improve further

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

- make better use of everyday play opportunities to support and extend further children's early mathematical development
- take every opportunity to encourage children to respond to questions, in particular, to help strengthen their language development.

### Inspection activities

- The inspector observed the quality of teaching in the playrooms and in the outdoor play area, and sampled children's assessment records as well as planning documentation.
- The inspector held discussions with leaders throughout the day.
- The inspector held discussions with staff about their roles and assessed their understanding in meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the leader.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a secure knowledge of child protection issues, including the procedures to follow to protect children. Leaders implement effective recruitment procedures to ensure all staff are suitable. Staff benefit from ongoing training and support as part of their professional development. For example, they engage in peer observations and regular supervision meetings to strengthen their individual practice. Parents are complimentary of the setting and their strong relationships with staff. For example, parents comment that they feel well informed about their children's progress, including how to extend learning at home. Staff monitor children's progress well to identify and address any gaps in their learning. Leaders make good use of feedback from staff, parents and children to improve quality and enhance children's outcomes.

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

Staff effectively observe children and have a clear understanding of each child's current development and next steps in learning. They offer a range of diverse learning opportunities and effectively support children's curiosity. Children enjoy exploring with technology-based resources and develop an awareness of how to use them. For example, older children use a keyboard for typing and they pretend to talk on the telephone. Staff effectively use praise and encouragement to involve children in activities, and to encourage them to 'have a go' and develop new interests. For example, children enjoy painting and sand play, where they learn to develop their creativity, imaginative and sensory skills. Staff support children's literacy development well. For instance, children listen keenly to stories and show good early writing skills.

### Personal development, behaviour and welfare are good

Children have positive relationships with staff, and play well with other children and form close friendships. Staff support children's independence and confidence well. For example, they ensure children have access to a variety of quality resources and encourage them to move freely to explore their own ideas and play. Children are respectful to staff and other children. Staff make effective use of opportunities to celebrate diversity and reflect children's different cultures. Staff support children's health and physical well-being. For example, they encourage children to eat healthy foods, to wash their hands at appropriate times and to access regular outdoor physical play.

### Outcomes for children are good

Children make good progress from their individual starting points. They develop the key skills required to prepare them well for the next stage in their learning, including for school. Children develop good physical, personal and social skills. For example, during small-group play, children listen well, learn to share and take turns to use the resources.

## Setting details

<b>Unique reference number</b>	EY482497
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	992577
<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
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Bindu Childcare Services Ltd
<b>Registered person unique reference number</b>	RP534061
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07804634669

Ilford Preschool Breakfast & Afterschool Club registered in 2014. It operates in Ilford, within the London Borough of Redbridge. The provision is open from 7am to 7pm during weekdays. The provision also operates as a holiday club. The provider receives funding to offer free early education for children aged two, three and four years. The staff team comprises of 11 staff who work with the children; of whom, one holds an early years qualification at level 5 and five staff hold early years qualifications at level 3 or 2.

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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