

Green Lane Pre-School & Day Nursery

510 Green Lane, Goodmayes, Ilford, Essex, IG3 9LH



Inspection date

20 December 2016

Previous inspection date

27 September 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- Children benefit from well-equipped indoor and outdoor learning environments. Staff regularly check the premises for any hazards and supervise children well.
- Staff encourage parents to share detailed information about their children's capabilities at home when they first start at the nursery. Key persons keep parents very well informed of their children's progress, including their next steps in learning, to help complement children's learning at home.
- The managers have an effective system to enable staff to improve their practice. For example, recent training on the use of pictorial timetables to support children who have special educational needs and/or disabilities and those who speak English as an additional language to make choices, have been successfully shared with other staff.
- In general, staff support children to make good progress. Children develop good mathematical and personal skills that help to prepare them well for the next stage in their learning.

It is not yet outstanding because:

- The setting's self-evaluation process is not yet extensive, particularly to reflect the views of all service users such as parents and children.
- Not all staff give children sufficient time to answer questions and contribute to discussions to enhance their learning skills.

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 ongoing self-evaluation to reflect the views of children and parents, to help target further areas of improvement and take the setting to an even higher standard
- give children more time to contribute to discussions and respond to questions to extend further their learning opportunities.

Inspection activities

- The inspector observed children taking part in a range of activities indoors and outdoors.
- The inspector spoke with staff and observed their teaching practice.
- The inspector carried out a joint observation with one of the managers.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector sampled a wide range of documentation including staff suitability checks, children's development records and attendance registers.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff show a clear understanding of how to keep children safe. They know how to recognise signs and symptoms of possible harm and fully understand how to report any concerns regarding a child's welfare. New staff are recruited safely; for instance, they follow strict induction programmes and all undergo suitability checks. The managers monitor children's progress effectively, including specific groups of children, to promptly identify and address any gaps in their learning. For example, recent findings enabled staff to address time restrictions for children attending the afternoon session.

Quality of teaching, learning and assessment is good

Staff ensure that the learning programme generally provides a wide range of interesting and challenging experiences based on their assessments of children's skills, knowledge and current interests. They set out activities so that children learn as soon as they arrive. For example, children find their name cards to 'self-register' to show they are present, and regularly write their own names and display them. Teaching is mostly strong. For example, staff support children to learn about numbers and quantities, such as during sand and block play, and to recognise letters and the sounds they represent during post office role play. Young children and babies learn to repeat sounds and take great pride when their attempts are recognised. Staff know the children well and they are accurate in their assessments of what children can do and what they need to learn next.

Personal development, behaviour and welfare are good

Good relationships between staff provide children with good examples about how to behave towards others. Staff praise the children regularly to develop their sense of self-esteem and confidence. Staff work closely with parents such as to arrange a tailored settling-in process that meets children's individual needs. Children settle quickly and form secure attachments to staff and friendships with others. Staff encourage children to adopt a healthy lifestyle. For example, children benefit from nutritious snacks and meals and enjoy playing outside in most weathers. Children learn good hygiene routines and understand the importance of washing their hands before mealtimes.

Outcomes for children are good

All children thrive in this warm, caring and welcoming environment. They respect and celebrate diversity and relationships very well. All children, including those with additional needs and those who are learning English as an additional language, make good progress. They are effectively developing the skills they need for their next stage of learning. Staff have developed good relationships with local schools. For instance, they take children on visits to meet their new teacher and share relevant information.

Setting details

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| Unique reference number | 128506 |
| Local authority | Redbridge |
| Inspection number | 1061339 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 70 |
| Number of children on roll | 47 |
| Name of registered person | A.M.A.B. Limited |
| Registered person unique reference number | RP909907 |
| Date of previous inspection | 27 September 2013 |
| Telephone number | 020 8590 1413 |

Green Lane Pre-School & Day Nursery registered in 1998. It is situated in Goodmayes, in the London Borough of Redbridge. The nursery is open all year round on Monday to Friday from 7.30am to 6pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff. Of these, nine hold suitable childcare qualifications from level 2 to level 4.

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