

Chadwell Preschool

67 Reynolds Avenue, Chadwell Heath, Romford, Essex, RM6 4RT



Inspection date

23 February 2017

Previous inspection date

15 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 manager effectively monitors the practice of staff. For example, she observes and supports them in their role, providing direct coaching and regular supervision meetings. She offers regular training opportunities to improve the quality of teaching. For example, staff now have an improved knowledge of working with two-year-olds.
- Partnerships with parents are strong. For example, staff work closely with parents to build on children's next steps and to help them extend their learning at home. This helps to provide consistency in children's learning.
- The manager consistently monitors children's progress, which helps to identify gaps in their learning and she put steps in place to close them. Children make good progress from their starting points and capabilities.
- Staff support children to build strong, trusting relationships with them. This helps children to be happy, confident and independent.
- The manager evaluates the provision thoroughly to identify weaknesses in practice. For example, she works closely with local authority advisers to plan for improvements.

It is not yet outstanding because:

- At times, not all staff have high expectations of what individual children can do and, therefore, do not make the most of learning opportunities as they arise.
- On occasions, some staff do not help younger children to fully understand appropriate boundaries with encouragement and support.

What the setting needs to do to improve further

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

- make sure all staff have high expectations of what individual children can do and therefore make the most of their learning opportunities as they arise
- develop further the quality of staff interaction to consistently provide opportunities for younger children to begin to understand appropriate boundaries.

Inspection activities

- This inspection was carried out as part of a risk assessment process.
- The inspector observed the staff's interactions during activities indoors and outdoors and looked at a range of resources and equipment. The inspector talked with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the provider.
- The inspector had discussions with the provider about their policies and procedures and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

Inspector

Caroline Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to identify any welfare concerns about a child and report these to the relevant agencies. They carry out detailed risk assessments of the areas used by children to identify any potential hazards. They thoroughly risk assess all activities and ensure effective supervision of children to help keep them safe. Staff build strong relationships with other professionals. For example, they actively engage in working with multi-agency teams to provide additional support tailored to the needs of individual children. Additional funding for disadvantaged children is used effectively to narrow gaps in learning. For example, individual care is offered to support specific children further and children are taught by a specialist art professional.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's development and make good use of this information to support their individual learning needs. Staff use effective questioning and prompting, and teach children new vocabulary. For example, children have lovely discussions as they talk during the cooking activity. Staff develop children's literacy skills well. For example, they read stories and encourage children's participation through the use of different props. Staff support children's understanding of different materials. For example, children explore and describe the different textures of sand, water and playdough. Staff encourage children to develop their physical skills effectively. For example, they climb and balance and enjoy walking along large wooden logs.

Personal development, behaviour and welfare are good

Staff provide children with a wealth of activities and resources both inside and outside. The setting is very well resourced, capturing children's imaginations and interests. Staff are good role models. For example, they teach children about the importance of working together, taking turns and sharing. Staff encourage children to learn about healthy lifestyles. For example, they have continuous opportunities for physical play and enjoy healthy, nutritious snacks. Staff provide a wide range of opportunities for children to learn about wider society. For example, children take part in celebrating different cultural festivals and resources. Staff teach children to take care of their hygiene needs and about safety. For example, children follow good hygiene routines and recognise hazards.

Outcomes for children are good

Children are inquisitive and motivated learners who acquire the skills they need for their next stage of learning, including school. They give meanings to marks as they draw and paint. They begin to make comparisons between quantities when taking part in cooking activities. Children follow instructions and help staff during routines, such as during mealtimes and tidying up before going home.

Setting details

Unique reference number	128455
Local authority	Redbridge
Inspection number	1084174
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	30
Number of children on roll	37
Name of registered person	Chadwell Pre-School
Registered person unique reference number	RP523839
Date of previous inspection	15 July 2015
Telephone number	020 8 220 0390

Chadwell Preschool registered in 1992. It is situated in Chadwell Heath in the London Borough of Redbridge. The pre-school is open on Monday to Friday from 9.15am until 12.15pm and from 1pm until 4pm, during term time only. There are six members of childcare staff, five of whom hold appropriate qualifications from level 3 to level 6. The pre-school receives early education funding for 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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