

Somerville Pre-School

148 Somerville Road, Chadwell Heath, Romford, Essex, RM6 5AT



Inspection date

9 January 2017

Previous inspection date

26 February 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

- Staff teach children well. They support children's language skills effectively, such as through questioning and encouraging them to develop their use of sentences.
- Children play with a wide range of resources that reflect the different people in the community. They learn to respect and value each other's uniqueness, and they develop a good understanding of the world.
- Staff provide good opportunities for children to develop their early reading skills. For example, they encourage children to find their name on their coat pegs. Children develop the skills needed in readiness for school, including learning to recognise their name. Children make good progress from their starting points.
- The manager reflects on the setting's practice well. She recognises the pre-school's strengths and identifies areas to develop, to improve teaching practice and outcomes for children. She works effectively with other professionals, such as local authority advisory teachers, to help evaluate the quality of the setting and implement improvements.

It is not yet outstanding because:

- The manager does not use her existing monitoring systems fully to check the progress of groups of children, to promptly identify and address any emerging learning needs.
- Some staff do not fully inform all parents of how they can support children's development further at home to help children make even better progress.

What the setting needs to do to improve further

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

- strengthen monitoring procedures for groups of children to identify more sharply any areas where they may need extra support in their learning
- build on existing partnerships with parents so they can be more involved in supporting their children's learning at home.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's assessment folders.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager monitors staff's performance well and provides them with varied opportunities to develop their teaching expertise and skills. For instance, following training, staff have adapted activities and introduced visual props to aid further children's learning experiences. The setting has acted on advice given at the last inspection and now offers a good range of interesting experiences to help children develop their use of technology.

Quality of teaching, learning and assessment is good

Children confidently play with a wide range of interesting, age-appropriate activities that support their learning effectively in all areas. They enjoy imaginative experiences, including pretending to be builders, while engaging in role play outside. They learn how to think of ideas, and staff encourage them to share their ideas with others. Staff make regular observations of what children can do and use the information effectively to plan activities to support children's learning. They follow children's interests well to help support their involvement in activities. Children engage well and are motivated. For example, they excitedly used scarves to dance and move with to help develop their physical skills. Staff generally work well with parents. For instance, they communicate with them regularly about children's day-to-day achievements and routines at the setting.

Personal development, behaviour and welfare are good

Staff build positive relationships with children and support their emotional needs effectively. Children independently explore the safe, welcoming environment. They are happy, secure and behave well. Staff support children's understanding of healthy lifestyles effectively. Children eat nutritious foods, are active and enjoy using equipment. For example, they use the tyres and wooden planks to balance on, while developing their physical skills and well-being. Staff teach children about good eating routines. For instance, they remind children to sit at tables when eating to help them learn how to keep themselves safe. Staff provide children with good opportunities to develop their independence. For example, children serve themselves snack and develop their growing confidence and self-esteem.

Outcomes for children are good

All children, including those who are learning to speak English and those who have special educational needs, develop skills that support their next stage of learning. For instance, they learn to share, listen to others and communicate confidently. Children develop good physical skills, such as using equipment and tools with control.

Setting details

Unique reference number	128480
Local authority	Redbridge
Inspection number	1061337
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	26
Name of registered person	Somerville Pre-School Committee
Registered person unique reference number	RP902145
Date of previous inspection	26 February 2013
Telephone number	07765 072797

Somerville Pre-School registered in 1992. It operates from a church hall in Chadwell Heath, in the London Borough of Redbridge. The pre-school employs five members of staff. All staff hold appropriate early years qualifications, including four at level 3 and one at level 4. The pre-school opens Monday to Friday from 9.15am until 12.15pm, term time only. The provision provides funded early years education for children aged two, three and four years.

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