

St Pauls Way Creche

Community Centre, 3 St Pauls Way, London, E3 4AJ



Inspection date

3 March 2017

Previous inspection date

8 November 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

- Partnerships with parents are effective and help provide a consistent approach to meeting children's individual development and care needs. For example, parents are well informed about their children's progress and they speak highly of the provision and the staff who work with their children.
- The manager monitors children's progress well. For example, she uses this information to identify and narrow any gaps in their learning. Children make good progress from their starting points.
- The provider supports staff to develop their professional practice and improve their teaching techniques. For example, she uses regular supervision meetings to identify their development needs. Following training, staff now have an improved knowledge of safeguarding procedures.
- Children develop warm and close relationships with staff. They are happy, independent and confident to explore their environment.

It is not yet outstanding because:

- At times, staff do not make the most of opportunities to increase children's understanding of the world, such as by using technology.
- On occasions, the staff miss opportunities to further extend children's creative development.

What the setting needs to do to improve further

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

- make the most of opportunities to extend and challenge children's understanding of the world
- provide more consistent opportunities for children to develop their creativity.

Inspection activities

- The inspector talked with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector observed the staff's interactions during activities indoors and outdoors and looked at a range of resources and equipment.
- 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 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 risks to children's welfare and know how to report their concerns. Effective, ongoing risk assessments are carried out by staff to help ensure the environment is consistently safe for children. Staff work well together to improve outcomes for children. For example, they evaluate their practice and develop useful action plans for improvements, such as an enhanced outdoor learning environment.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's learning. They use this information to plan effectively for children's next steps in development. Staff provide children with a stimulating and well-resourced environment. They support children's literacy development effectively. For example, children listen to stories with increasing attention and show an interest in illustrations and print in books. Staff encourage children to develop their physical skills well. Children can kick a ball and move with confidence in a range of ways such as running, climbing and riding wheeled toys. Staff support children to engage in imaginative role play, such as pretend cooking. They support children's mathematical development well. For example, children confidently recognise numbers and complete number puzzles. Staff successfully encourage children's language and communication. For example, they consistently engage children in conversations.

Personal development, behaviour and welfare are good

Staff are good role models for children. They use consistent strategies to support children's understanding of good behaviour. For example, staff provide gentle reminders to encourage children to share and take turns. Staff support children's growing understanding of healthy lifestyles. Children enjoy nutritious snacks and regularly play outside in the fresh air. Staff encourage children to take care of their personal needs, for instance, washing their hands and pouring drinks. Staff support children's understanding of wider society well. For example, they celebrate different cultural festivals with children. Staff help children to learn about safety rules. For example, children know how to hold scissors correctly.

Outcomes for children are good

All children effectively learn the skills they need to move on to their next stage of learning, including school. Children's mathematical skills are developing very well. For example, they can count to 20 and beyond. Children are confident to ask adults for help as needed and express their preferences during play.

Setting details

Unique reference number	EY455611
Local authority	Tower Hamlets
Inspection number	1063153
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	16
Number of children on roll	9
Name of registered person	Matchbox Day Nursery Ltd
Registered person unique reference number	RP521515
Date of previous inspection	8 November 2013
Telephone number	02079876296

St Pauls Way Creche registered in 2013. It is located in Bow, in the London Borough of Tower Hamlets. The crche is open from 9.30am until midday and then from 12.45pm until 3.15pm. There are two members of staff, both of whom hold qualifications in childcare at level 3.

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