

Childville Pre-School

Gascoigne Community Association, Community Centre, 124-128 St. Anns, Barking, Essex, IG11 7AD



Inspection date 22 September 2017
Previous inspection date 22 April 2015

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

- The leaders of the pre-school improve children's outcomes by evaluating their practice and making positive changes. These changes include ways of further developing the curriculum and enhancing or developing new activities.
- The leaders monitor staff practice through staff supervisory sessions. The leaders then arrange for additional training to further develop the practice and knowledge of staff.
- Staff are thoughtful and considerate. They know the children well and provide good levels of emotional security.
- Children enjoy a stimulating environment, so they typically make good progress in their development. They become independent and confident learners.
- Learning experiences for children are good. Individual planning ensures each child is able to take part in challenging activities.
- Children enjoy their time at pre-school. They comment on the activities they like and the friendships they have made.
- Partnerships with parents are good. The manager and staff share information with parents and offer ways to support children at home.

It is not yet outstanding because:

- Staff do not provide children with opportunities to learn about a range of technology and its uses, in order for them to understand the world around them.
- At times, opportunities to promote children's mathematical development are missed.

What the setting needs to do to improve further

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

- seek out activities to further promote children's mathematical skills
- help children develop their technology skills further as part of their understanding of the world around them.

Inspection activities

- The inspector observed children's play and staff interactions, indoors and during outdoor play.
- The inspector talked to staff and leaders throughout the day. She discussed activities with staff and talked with them about how children are getting on in their learning.
- The inspector spoke to and sought the views of parents and children.
- The inspector sampled documentation relating to planning, observations and assessments of children. She viewed policies, documents relating to vetting procedures and evidence of staff qualifications.
- The inspector had a tour of the premises, inside and outside.

Inspector

Havva Pavli

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders actively plan for and seek ways of improving outcomes for children by completing action plans and evaluating their practice. Leaders use thorough recruitment, induction and continual vetting procedures to ensure staff are, and remain, suitable to work with children. Leaders ensure all staff have a firm understanding of their roles and responsibilities, including protecting children from harm. Leaders effectively monitor the progress of children to close any gaps in their learning. The leaders of the pre-school hold qualifications of a high standard. The manager is committed to extending her knowledge to improve her professional practice. For example, she is currently completing a higher level qualification in early years.

Quality of teaching, learning and assessment is good

Staff provide a range of appropriate activities which covers all areas of learning. They observe children in their play and plan activities to help them move on to the next stages of learning. Staff model language well. For example, when introducing new words, staff break down the word so children can hear the sounds and pronunciation of the letters clearly. Children participate in sensory play, such as enjoying the textures of cooked spaghetti and commenting on how sticky it is. Staff support all children to develop early writing and fine-motor skills. For example, children are encouraged to cut with scissors.

Personal development, behaviour and welfare are good

Staff are attentive and caring towards children. They have established positive relationships with children and families. For example, parents comment that the staff know their children as well as they do and they make life easy for the parents. Children form secure attachments with the adults that are there to support them. Children are polite and well mannered. Behaviour is good. Children know how to share and play alongside their peers harmoniously. Staff help children to adopt a healthy lifestyle through physical development and healthy eating. Children select their own activities and enjoy exploring their surroundings. For example, older children learn how to pedal tricycles and younger children explore the water in the garden. Children learn about different festivals and faiths of others.

Outcomes for children are good

Children develop well from their individual starting points. Children are confident and independent learners who require little support from the adults around them. Children are able to feed themselves and use equipment confidently. For example, children climb large pieces of garden equipment with ease and confidence. Children make good progress from their starting points and develop good communication and language skills. For example, children happily sing songs at circle time and communicate their needs to staff. Children are inquisitive learners with good social skills. These skills will help prepare children for their next stages in learning.

Setting details

Unique reference number	EY386511
Local authority	Barking & Dagenham
Inspection number	1093681
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	40
Number of children on roll	16
Name of registered person	Childville After School Services Ltd
Registered person unique reference number	RP520422
Date of previous inspection	22 April 2015
Telephone number	07919913302

Childville Pre-School registered in 2008 and is run by Childville After School Services Ltd. The pre-school is open from 9am to midday during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs 10 members of staff, all of whom hold appropriate early years qualifications.

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