

Calvary Pre-School

174D Vicarage Road, Leyton, London, E10 5DX



Inspection date

1 December 2017

Previous inspection date

3 July 2014

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 have a very clear understanding of safeguarding and child protection. All staff receive regular safeguarding training, and robust policies and procedures are in place to ensure everyone is aware of their responsibilities to keep children safe.
- Staff provide a wide range of exciting and innovative multicultural resources and create opportunities for children to see positive images of people from a variety of backgrounds, enhancing their understanding and respect for differences in society in which they live.
- Staff have developed close working partnerships with parents. They value the input of parents in their children's learning and development. Staff regularly inform parents about their child's achievements in learning and support parents to develop this further at home.
- Staff provide good support for children who speak English as an additional language. As a result, children quickly develop their English language skills.

It is not yet outstanding because:

- Although staff have a good understanding of where children are in their learning, this is not consistently transferred into the online tracking system to enable sharply focused monitoring to take place.
- Staff are not making best possible use of daily routines to develop children's understanding of healthy eating.

What the setting needs to do to improve further

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

- help staff to make better use of the online tracking system so that assessments consistently match what staff know and understand about the progress individual children are making in their learning
- make best possible use of daily routines to develop children's understanding of healthy eating and to prepare them for transition into school.

Inspection activities

- The inspector spoke to parents during the inspection and took account of their views and contribution to their children's learning at the pre-school.
- The inspector held a meeting with the pre-school manager and deputy manager. She looked at relevant documentation, including evidence of the suitability and induction processes of staff working in the pre-school.
- The inspector observed activities in the playroom, and completed a joint observation with the manager.
- The inspector observed and spoke to children engaged in activities indoors and outdoors.
- The inspector checked evidence of the pre-school manager's and staff's understanding of safeguarding policies and procedures.

Inspector

Rubina Nijabat

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff put children's safety and welfare at the heart of everything they do at the pre-school. They understand the local procedures to follow if they have concerns about a child in their care. Regular training to keep staff updated ensures they know whom to discuss any concerns with when necessary. There are effective systems in place to maintain and improve on the quality of the pre-school. The management team has implemented good systems for the observation and supervision of staff. Staff value the opportunity to identify their own weaknesses and receive ongoing training to further develop their own skills. Management and staff understand the importance of sharing information about children's progress with parents, other professionals and feeder schools to provide good transitions.

Quality of teaching, learning and assessment is good

Staff work closely with parents to share information so that they can build on what children are learning at home. For example, each child has a home-reading and writing book that has activities which parents can do at home with their children. Staff promote children's physical development well. Children enjoy jumping and stretching their arms up in the air to create a whirling snow storm using shredded white paper in the garden. Staff use their skills effectively to develop children's speaking and listening skills especially for children who are learning English as an additional language. Well-resourced reading areas are supplemented with imaginative props, such as wooden nursery rhyme spoons, that support children to develop their imagination, sing rhymes and songs.

Personal development, behaviour and welfare are good

Staff create a culture that celebrates diversity. They value the importance of promoting children's understanding of each other and their unique backgrounds. Staff's awareness and understanding encourages children to form friendships and to develop respect for one another. Children play well alongside each other and staff give gentle reminders about sharing, saying 'you can have two and so can your friend', or 'wait for your turn'. Children are provided with healthy, nutritious snacks and meals throughout the day. However, at times, the frequency of meals limits the opportunity to enhance children's understanding of healthy eating as well as support them for transition to school.

Outcomes for children are good

Children make good progress from their starting points and develop an interest in early literacy and maths. For instance, colourful multicultural displays and signs throughout the setting support children to learn to recognise familiar words and numbers both in English and in their home language. There is a lending library for parents and children to take books home. Children are provided with good opportunities to develop their imaginative skills. They role play using real vegetables and 'cook' meals for their friends using these. All children, including those who have special educational needs (SEN) and/or disabilities, are gaining the skills they need to support their future learning, including moving on to school.

Setting details

Unique reference number	EY468586
Local authority	Waltham Forest
Inspection number	1071606
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	1 - 4
Total number of places	60
Number of children on roll	23
Name of registered person	Calvary Charismatic Baptist Church
Registered person unique reference number	RP533017
Date of previous inspection	3 July 2014
Telephone number	07947121463

Calvary Pre-School registered in 2013. The pre-school is open each weekday from 8am until 11.30am and midday until 6pm, during term time only. There is the option to pay for a lunch club between sessions. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school supports children who have SEN and/or disabilities and children who speak English as an additional language. Five staff, including the manager work with the children. All staff hold relevant childcare qualifications.

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