

Early Learners Centre Pre-School



TRINITY U R C, 58 Orford Road, London, E17 9QL

Inspection date 23 February 2018
Previous inspection date 2 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable within the pre-school. Staff do not consistently provide experiences that are appropriate to individual children's age and stage of development. As a result, children do not always make good progress in their learning.
- Staff do not consistently complete precise assessments of all children's progress to identify their next steps in learning and use this information to plan challenging activities that meet their individual needs and interests.
- At times, the management does not monitor staff practice precisely enough to identify the support they need to help them raise the quality of their teaching to a higher level.
- The self-evaluation process is not rigorous enough to accurately identify areas where there are weaknesses in practice and improvements are needed.

It has the following strengths

- The provider has established robust recruitment procedures to ensure that staff are suitable to work with children.
- Staff are kind and caring. Children form some warm attachments with staff who care for them. Young children learn to manage their behaviour and share toys by following the example set by staff.
- Staff make good use of the outdoor space for learning and children particularly enjoy their physical play and exploration.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve teaching strategies so that staff consistently provide children with appropriate levels of challenge in line with their current stage of development 	23/03/2018
<ul style="list-style-type: none"> ■ ensure that staff accurately identify all children's next steps in learning and use this information to plan challenging activities that help all children make good progress given their age, abilities and starting points. 	23/03/2018

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

- strengthen the existing monitoring of staff practice to tailor more precisely the support given to them, to help raise the quality of teaching to a higher level
- refine the process of self-evaluation to identify more accurately weaknesses in practice and areas for improvement, and take action to address them.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the pre-school manager and deputy manager.
- The inspector held a meeting with the pre-school manager, deputy manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of the leadership and management requires improvement

Some self-evaluation takes place. However, this is not rigorous enough to identify all areas of teaching and provision where improvement or more focused training is needed. The management team is supportive of staff, children and their families. Staff benefit from ongoing supervision and regular professional development opportunities. For example, staff attend a range of training courses to support children's development. However, staff lack confidence in some aspects of their practice, for instance, in planning activities that closely match individual children's most relevant next steps in learning. The arrangements for safeguarding are effective. Staff attend regular child protection training to ensure that they are aware of current legislation. Appropriate safeguarding procedures are in place for staff to follow and they understand whom to contact if concerns are raised. Feedback from parents is positive. They comment on how well their children have settled at the pre-school and how well they are kept informed about the progress they are making.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff understand that children learn through play and they routinely observe children's development. However, they do not consistently use this information to plan activities that meet children's individual needs. Weaknesses in assessment mean planned activities do not always provide appropriate levels of challenge for all children. As a result, staff sometimes fail to engage children or sustain their interest. In spite of these weaknesses, children enjoy their time at the pre-school and access a range of activities that generally promotes their learning. For example, all children benefit from regular access to the well-resourced outdoor area.

Personal development, behaviour and welfare require improvement

Children are not always successfully inspired or encouraged to make as much progress as they can. Nevertheless, staff understand children's care needs and meet these well. Children know, understand and follow the routines of their day well. Children behave appropriately and staff are effective role models. They routinely praise positive behaviour and children's achievements. Staff ensure that children have regular opportunities to exercise and play outside. Children follow appropriate hygiene routines. Staff talk to them about the importance of handwashing to support their understanding of healthy lifestyles and to limit the spread of infection.

Outcomes for children require improvement

Weaknesses in teaching and the assessment processes mean that children are not fully supported to make good progress. Nonetheless, children are happy, settled and motivated to learn. They enjoy singing a range of familiar songs and rhymes, led by enthusiastic staff. They confidently join in activities that involve making marks and enjoy listening to stories. Children are acquiring some skills in readiness for their eventual move on to school.

Setting details

Unique reference number	EY468617
Local authority	Waltham Forest
Inspection number	1069753
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 - 5
Total number of places	40
Number of children on roll	45
Name of registered person	Early Learners Centre Ltd
Registered person unique reference number	RP902792
Date of previous inspection	2 May 2014
Telephone number	0207 041 9934

Early Learners Centre Pre-School registered in 2013. The pre-school employs 10 members of staff. Of these, three staff hold appropriate early years qualifications at level 2 and three hold qualifications at level 3 or above. The pre-school is open each weekday from 8.45am until 3.15pm, term time only.

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