

# Growing Pains

Our Lady of La Salette Church, 1 Rainham Road, Rainham, Essex, RM13 8SP



<b>Inspection date</b>	29 March 2018
Previous inspection date	2 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 develop close partnerships with parents and share regular information about children's care and learning. They encourage parents to extend children's learning at home. Parents provide positive feedback about the pre-school. For example, they praise how quickly children settle and the interesting activities for children to explore and enjoy.
- Staff monitor individual children's progress well. They promptly seek support from other professionals and parents to close any identified gaps in children's development. For example, children who have speech delay get the required support to help improve their language development.
- Staff work effectively to share good practice and information about children's needs and interests. They provide stimulating indoor opportunities to build on what children know and can do to help them make good progress with their development.
- Children are clear about their own likes and dislikes. They explore independently and know when to seek support and reassurance from staff to support their learning.
- Staff implement policies and procedures effectively. For example, they complete regular risk assessments to ensure the premises are suitable and safe for children.

### It is not yet outstanding because:

- Staff do not consistently ensure children who enjoy playing outside have the chance to enjoy a wide range of outdoor activities to support their development further.
- Staff miss some opportunities to encourage children to choose healthy food to eat.

## What the setting needs to do to improve further

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

- increase opportunities for children to have regular access to outdoor play to help them develop new interests and to strengthen their overall development
- extend opportunities for children to learn about healthy and unhealthy food, to help them to make healthy choices at snack and mealtimes.

### Inspection activities

- The inspector held discussions with leaders during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector observed the quality of teaching and learning, and looked at some of the children's assessment records and planning documentation.
- The inspector conducted a joint observation with the provider.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and staff are passionate about their work with children. They work effectively together to evaluate the pre-school and put in place an action plan to improve continually children's experiences. Leaders complete regular staff supervision, offer guidance and arrange professional development opportunities to help enhance their practice. For example, staff used new knowledge and skills from training to increase opportunities to support children's mathematical development. Safeguarding is effective. Leaders and staff have a secure knowledge of child protection issues and the procedures to report any concerns, including allegations against staff. Leaders complete robust recruitment and vetting procedures to ensure they appoint suitable staff to work with children.

### Quality of teaching, learning and assessment is good

Staff plan opportunities for parents to attend events and join activities with children. For example, they arrange an Easter party for children to enjoy with their parents. Children grasp and use a range of craft materials to design and develop their creative skills well. Children are excited to learn about different animals. For instance, they get to feel a real duckling and turtle and feed a lamb. Staff observe and assess children's learning well. They take this into consideration when planning activities for them to enjoy and learn. Staff support younger children to develop their confidence and understanding effectively. They encourage them to choose and lead their own play. For example, children use their imagination well and pretend to drive cars. Staff support older children to develop their literacy skills well. Children sing nursery rhymes and respond to questions during stories.

### Personal development, behaviour and welfare are good

Children are happy at the pre-school. They develop close bonds and attachments with their key person. Children are familiar with the environment and move around to explore the opportunities available freely. Staff support children to manage their personal needs well. For example, they show them how to wash their hands and encourage them to serve and feed themselves. Older children use the toilet independently. Staff model positive behaviour for children to copy and learn. For example, they address them using their names, and say 'please' and 'thank you' appropriately. Staff set rules and have regular discussions with children for them to learn right from wrong. Children listen, show respect to staff and help other children during their play. Staff encourage children to do different body movements and stretches at the start of the sessions.

### Outcomes for children are good

All children, including those who have special educational needs, make good progress in relation to their starting points. They acquire skills to help them move on to the next stage in their learning. For example, they learn to express themselves using emotions, body language and speech confidently. Younger children form close friendships with other children, they play together and share resources effectively. Older children practise writing letters, recognise numbers and sort puzzles successfully.

## Setting details

<b>Unique reference number</b>	EY385341
<b>Local authority</b>	Havering
<b>Inspection number</b>	1093659
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Joanne Patrice Gray
<b>Registered person unique reference number</b>	RP909506
<b>Date of previous inspection</b>	2 June 2015
<b>Telephone number</b>	07793 971207

Growing Pains registered in 2008. It is situated in Rainham, in the London Borough of Havering. The pre-school is open each weekday from 9am until 3pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The provider employs 10 members of staff. Of these, two staff hold early years qualifications at level 6 and seven are qualified at level 3.

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