

Pembury Pre-School

16 Atkins Square, Dalston Lane, London E8 1FA



Inspection date	19 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- Partnerships between staff, parents and with other early years professionals are effective in ensuring that they work successfully together to meet children's needs. Staff ensure that children who have special educational needs or disabilities receive the additional support that they require.
- Staff are good role models and talk to the children in a calm and respectful manner. Children are supported well to learn to understand about feelings, expected behaviour and how their actions have consequences. Staff follow appropriate methods to effectively manage any negative behaviour.
- Children follow good hygiene routines well and enjoy being physically active. For example, they learn routine tasks of when to wash their hands and enjoy being physically active outdoors.
- Parents are kept informed of their child's achievements and progress. Staff use varied systems of assessment to engage parents in their child's learning, such as face-to-face meetings or via information exchanged electronically.

It is not yet outstanding because:

- Occasionally, some staff leading on adult-led activities miss learning opportunities to successfully challenge all children in relation to their development.
- Staff do not always ensure all children have access to activities and resources to build on their imaginative and creative skills, especially older children.

What the setting needs to do to improve further

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

- enhance children's learning further by promoting all possible learning outcomes, especially with adult-led activities
- increase opportunities for children to have more activities that enhance their imaginative and creative skills, particularly older children.

Inspection activities

- The inspector met with the management team, spoke to staff and children throughout the inspection when appropriate.
- The inspector observed activities in all of the play areas and conducted joint observations with the manager.
- The inspector looked at a range of records of children's assessment and planning documentation, and records of incidents.
- The inspector checked a range of evidence of staff suitability, discussed self-evaluation and looked at a range of policies and procedures.
- The inspector took account the views of parents spoken to on the day.

Inspector

Shaheen Belai

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The premises are safe and secure and staff are aware of their responsibilities to supervise children. Staff recruitment, selection, vetting and induction procedures meet requirements. Staff are aware of their responsibilities to protect children from abuse and neglect. They know the local referral procedures to follow if they are concerned about a child. Self-evaluation is ongoing to build on the service on offer and bring about further improvements. For example, developing the use of the outdoor play area, to strengthen methods of communication with parents following a specific incident, and support staff further to develop their teaching skills further. Parents share positive views about the provision and they are very happy with the progress that their children make.

Quality of teaching, learning and assessment is good

Staff use observations, assessments and the information obtained from parents to plan well for each child's individual learning. Teaching is generally good amongst the majority of staff. Children make good progress in their communication and language development. Staff successfully interpret the wants and needs of children who have special educational needs or disabilities, or are learning English when they start through non-verbal communication. Young children develop good pencil control in different ways and make marks, such as with painting and creating track marks in shaving foam. Children confidently use blocks to build towers. They use story times to effectively extend children's vocabulary.

Personal development, behaviour and welfare are good

New children are settled gradually and supported well to form a bond with their key person. Staff are deployed well to ensure children are supervised at all times. Children are happy and relaxed, moving about the areas confidently to choose an activity they want to take part in. Children's safety awareness is supported well, such as why they cannot use their running feet indoors. Children are beginning to show awareness of how food impacts on their health. For example, staff engagement at mealtimes allows for discussion about healthy eating. Children gain a good understanding of differences in society, for example, as they learn about different families, traditions and beliefs.

Outcomes for children are good

Children are keen and motivated to learn, they make good progress in readiness for their move on to school. Children learn that words have meaning when looking at books. They have opportunities to count while they play, they learn to match and sort by colour. Children explore their early writing skills, such as with free drawing. Children develop the skills to become independent, such as with helping to clear away.

Setting details

Unique reference number	EY554421
Local authority	Hackney
Inspection number	10078373
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	
Age range of children	2 - 4
Total number of places	42
Number of children on roll	47
Name of registered person	Pembury Pre-School Playgroup Committee
Registered person unique reference number	RP907252
Date of previous inspection	Not applicable
Telephone number	0208 985 4484

Pembury Pre-School registered in 2017. The setting is situated in the London Borough of Hackney. The setting provides part-time and full-time sessions, Monday to Friday, 8am to 6pm, term time only. The setting currently employs 12 members of staff, including the manager. Of these, all staff hold appropriate early years qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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