

Chicksand Preschool

Hanbury Street, London, Greater London E1 5JY



Inspection date	13 November 2018
Previous inspection date	Not applicable

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

- The pre-school is well resourced and set within a large outside space. Children have plenty of opportunities for fresh air and exercise. They play confidently in the spacious garden each day, building their large physical skills. For example, they practise their football skills, balance on an obstacle course, ride tricycles and learn to pedal.
- Overall, partnerships with parents are strong. They speak highly of the pre-school and say that they are pleased with their children's progress. Parents emphasise the positive improvements that they see in their children's communication and language skills.
- Staff are caring, sensitive and responsive to children's needs. They are respectful to children and one another. Staff help to promote children's confidence and emotional well-being.
- Children, including those who speak English as an additional language, make good progress in their learning. Staff identify any gaps in children's development and take positive steps to address them. Children are well prepared for the next stage in their education.

It is not yet outstanding because:

- The manager does not use the views of parents, staff and children closely enough to contribute towards the self-evaluation process and drive improvements in the pre-school.
- Staff do not consistently gather detailed information from parents about their children's learning at home.

What the setting needs to do to improve further

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

- review and strengthen opportunities to use the views of parents, staff and children further in the evaluation of the pre-school
- explore and develop ways in which parents can share more detailed information about their children's learning and development at home.

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 at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and she looked at relevant documentation.
- The inspector spoke to several parents as they arrived at the pre-school and took account of their views.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have a good understanding of how to identify a child who may be at risk of harm. They know the action to take to report such concerns. Recruitment and vetting procedures are robust. New staff complete a thorough induction process to ensure that they understand their roles and responsibilities. The manager provides regular supervisory sessions and opportunities for staff to attend training courses to help to support their continued development. For example, staff have recently been on training about forest schooling to help develop the outside space further. Overall, the manager evaluates the quality of the pre-school effectively.

Quality of teaching, learning and assessment is good

Overall, staff work closely with parents to establish children's starting points in learning. This helps staff assess what stages children have reached with their learning. The manager and staff monitor children's progress. They effectively use this information, alongside their good knowledge of children's interests to plan enjoyable and exciting activities. This helps to progress children's development. For example, children using glue and tissue paper to decorate leaves in autumnal colours. Staff effectively support children's communication and language skills. For instance, they play alongside the children and introduce new words for children to copy, such as 'sticky'. Staff model good pronunciation and provide an interesting narrative to children's play.

Personal development, behaviour and welfare are good

Children are happy and settled within this very friendly pre-school. They are well behaved and eagerly come into nursery, quickly joining in with activities. Staff encourage children to use good manners. They remind children about the 'golden rules' of the pre-school and encourage them to share and take turns. Staff praise children's achievements and help them to build high levels of self-esteem. Children gain good independence skills. They relish the responsibility of carrying out small tasks, such as helping to tidy away their plates after snack time and pouring their own milk. Children eat healthy food while at the nursery. They learn the importance of hygiene procedures, such as washing their hands before having a snack. Staff provide an inclusive environment in which children learn to value differences and similarities between themselves and others.

Outcomes for children are good

Children are happy, confident and enjoy their learning. They develop good numeracy skills. For example, they use mathematical language to count the number of bricks they have and identify shapes in their pictures. Younger children begin to develop early literacy skills. They recognise some letters and the sounds they represent. Children develop good skills that prepare them well for the next stage of learning and for moving on to school.

Setting details

Unique reference number	EY499411
Local authority	Tower Hamlets
Inspection number	10079334
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	21
Name of registered person	Somali Integration Team Ltd
Registered person unique reference number	RP535308
Date of previous inspection	Not applicable
Telephone number	0207375488

Chicksand Pre School registered in 2016. It is located in Whitechapel, in the London Borough of Tower Hamlets. The setting operates during term time on Monday to Friday, from 9am to 3pm. The provider employs five staff, four of whom hold appropriate early years qualifications at level 2 or above.

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