

Early Learners Centre Pre-School

Trinity U R C, 58 Orford Road, LONDON E17 9QL



Inspection date	17 December 2018
Previous inspection date	23 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager has high expectations of staff and reflects well on the setting's practice. She acts on the advice of others, such as other early years professionals, to help improve teaching and children's outcomes. For instance, the manager and staff have successfully raised the quality of practice to good levels following actions set at the last inspection.
- Staff work with parents effectively to help build a consistent approach to children's care and learning. For instance, they gather useful information from parents about children's achievements when they first start at the setting. They successfully use this to help support children's developmental needs from the outset.
- Children are happy and confident. Staff are bubbly and enthusiastic, and form warm bonds with children. They are sensitive to children's needs and support their emotional well-being effectively.
- Staff provide good opportunities for children to develop their early mathematical skills. For example, staff teach children to count amounts accurately and encourage them to solve simple number problems, supporting their early number skills well. Children make good progress and develop the necessary skills for the next steps in their learning.
- At times, staff do not plan adult-led activities that fully reflect children's interests to help enhance their concentration and participation levels further.
- The manager is at the early stage of implementing processes to compare regularly the progress made by different groups of children, to help quickly identify and address any areas where children may need a boost in their development.

What the setting needs to do to improve further

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

- refine staff's plans for children's learning, particularly during adult-led activities, to help enhance children's levels of enjoyment and involvement
- continue to build on systems for monitoring the progress made by different groups of children, to help swiftly recognise and address any gaps in their development.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook joint observations of two teaching activities.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures and children's assessment records.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager understands her duty to keep children safe and implements effective policies and procedures to ensure their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager monitors staff's performance well and reflects on the quality of their practice effectively to help raise the quality of teaching levels. She recognises the setting's strengths and areas to improve to help develop the provision. She provides good opportunities for staff to develop their expertise, such as through training sessions and staff meetings. The manager and staff communicate effectively with other agencies working with children, to help support consistency in their care and learning experiences.

Quality of teaching, learning and assessment is good

Staff successfully assess what children can do, regularly check their levels of development and know their key children well. They make accurate observations of children's abilities and, plan suitably challenging activities to support their good development. Staff follow children's interests, generally well. Children confidently make their own choices while they play and, overall, are motivated to explore. They enjoy sensory experiences, such as while cutting fruit and vegetables in the role-play area. They learn to handle tools with good control as they cut, while developing their knowledge of different foods. Staff teach children well. For instance, they successfully demonstrate how to do things, such as use equipment to help children learn how to use them correctly.

Personal development, behaviour and welfare are good

Children behave well. Staff successfully teach children the pre-school rules to help them understand how to behave appropriately. Children learn to share, play kindly and are responsible, such as independently tidying up after themselves when they finish playing. Staff teach children well about how to be healthy, such as by offering nutritious foods. Children have good opportunities to be active. For example, during outdoor play, they join in with running races and successfully develop their physical skills and awareness of space. Staff regularly assess risks in all areas that children use, to identify and remove any hazards.

Outcomes for children are good

All children make good progress from their starting points and develop skills that support their next stage of learning. They develop good social skills, such as interacting with others confidently. Children express themselves and listen well. Younger children learn to sing along to songs and use words in context. Older children develop their early literacy skills well, such as hearing the initial sounds in words.

Setting details

Unique reference number	EY468617
Local authority	London Borough of Waltham Forest
Inspection number	10080391
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	25
Number of children on roll	30
Name of registered person	Early Learners Centre Ltd
Registered person unique reference number	RP902792
Date of previous inspection	23 February 2018
Telephone number	0207 041 9934

Early Learners Centre Pre-School registered in 2013 and is located in Walthamstow. The pre-school employs eight members of staff. Of these, one holds an appropriate early years qualifications at level 2 and five 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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