

St. Barnabas Preschool

St. Barnabas Church, Browning Road, Manor Park, London E12 6PB



Inspection date	3 April 2019
Previous inspection date	21 January 2016

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

This provision is good

- Parents are very keen to share their positive experiences of the pre-school. Parents like the caring qualities of staff and the flexible, supportive approach of management. Parents value how quickly their children settle and how much progress they make.
- Managers use self-evaluation systems well to help identify areas for improvement. They ensure that action plans focus on developing the quality of adult/child interactions, so children's outcomes keep improving.
- Staff promote early literacy and mathematical skills so that children are ready for school. For example, staff encourage children to predict outcomes and add their first-hand experience to stories. Staff also look for ways to give children reasons to count.
- Children's language skills are developing well. Children engage excitedly with stories, books, songs and role play. Children who speak English as an additional language are very well supported. They reach a good level of English for when they start school.
- The pre-school has a strong focus on inclusion. Children take part in a variety of outings and celebrations, giving them a wider understanding of the world and respect for diversity.
- On occasions, staff do not make the most of opportunities to develop all children's learning experiences and independence.
- Managers and leaders are not effectively tracking of groups of children to help identify and overcome gaps between groups.

What the setting needs to do to improve further

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

- strengthen approaches to monitoring teaching and further developing practice within the pre-school
- monitor the progress made by different groups of children to help raise children's outcomes to the highest levels.

Inspection activities

- The inspector observed activities and daily routines in the main hall and the outside play area.
- The inspector spoke with staff, children and parents 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 provider. He reviewed relevant documentation, including policies, evidence of the suitability of staff working in the pre-school and children's development folders.

Inspector

George Selvanera

Inspection findings

Effectiveness of leadership and management is good

Managers and leaders are strongly committed to improving practice within the pre-school. They effectively lead their dedicated staff and support their continued professional development well overall. The manager offers good support, for example through supervision, coaching and mentoring, to help identify areas for staff improvement. Recent professional development has focused on building staff skills in supporting children's language and literacy development, which is delivering improved outcomes for children. Staff and parents express confidence in the leadership and management of the pre-school. Safeguarding is effective. Safer recruitment processes are in place and staff understand how to identify and report any concerns. This helps to keep children safe.

Quality of teaching, learning and assessment is good

Staff plan for children's individual learning needs well and set relevant next steps. Staff share summaries of the progress children make with parents each term. They also invite parents to share their own observations of children's progress and help parents support their children's learning at home. Staff deploy themselves well to support children's learning. Their positive interactions help children to enjoy and become actively involved in their learning. For example, younger children join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

Personal development, behaviour and welfare are good

Children move confidently and freely throughout the environment, with routines flexible so that younger children can pursue their interests. Children are emotionally secure and develop good attachments with their key person. They behave well and cooperate with the rules and routines of the pre-school. Children receive praise and encouragement throughout their play, taking pride in their achievements. Staff are aware of the benefits of outdoor experiences. For example, children enjoy play with bats and balls, crawling through 'caterpillars' and negotiating their way across rubber tyre obstacles.

Outcomes for children are good

All children make good progress from their starting points. Children, including those with additional health and social care needs, develop skills they will need for school. They form friendships with others and show a willingness to take part in activities. Children play imaginatively. For example, they enjoy acting as superheroes, fairies and firefighters. All children develop confidence in their own abilities.

Setting details

Unique reference number	EY417736
Local authority	Newham
Inspection number	10064947
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	1 - 4
Total number of places	30
Number of children on roll	55
Name of registered person	Kool Kidze Ltd
Registered person unique reference number	RP530181
Date of previous inspection	21 January 2016
Telephone number	07804884436

St. Barnabas Preschool registered in 2010. The setting operates from St Barnabas Church in East Ham, in the London Borough of Newham. The setting employs seven members of staff, including the two managers. Six staff hold early years qualifications at level 3 and one manager holds a qualification at level 6. The setting receives funding for the provision of free early years education for children aged two, three and four years.

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