

Childville Pre School @ St Johns

St John The Divine Church, Dagenham RM9 4XA



Inspection date	9 May 2019
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

This provision is good

- Leaders and staff are experienced, ambitious and hard-working. They work well as a team and provide children with a warm, welcoming and stimulating environment. The key-person system is well developed and children form good emotional attachments with staff.
- Staff are sensitive to children's needs and support their emotional well-being effectively. Subsequently, children are enthusiastic and happily engage in a range of age-appropriate activities in the pre-school. They are confident and are able to make independent choices in their play.
- Staff offer good support to children with special educational needs and/or disabilities (SEND) to make continual improvement in their development. Excellent partnerships with parents and specialist teachers ensure that all children receive support when needed and continuity in their learning and care.
- The manager has effective methods for self-evaluation and values the views of parents, staff and children in this process. Together they reflect accurately on the strengths and areas for further development. For example, simple changes such as where children hang their belongings, and improvements to the outdoor area, support them successfully to meet the needs of all children.
- Staff plan interactive story sessions with props, sing action songs and rhymes, and enthusiastically take part alongside the children. This effectively support children's communication and language development, including for children who speak English as an additional language.
- Although teaching is of a good standard, at times during adult-directed activities staff do not introduce new mathematical vocabulary accurately.
- Staff do not consistently track children's overall learning as well as they could to help them precisely plan for their next steps across all areas of development.

What the setting needs to do to improve further

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

- raise the quality of teaching even further so that children have opportunities to use the correct mathematical vocabulary and understand what it is that they are learning from adult-led activities
- develop further the already good assessments of children's progress to help plan for their next steps across all areas of learning more accurately.

Inspection activities

- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager and held discussions about children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector observed the quality of teaching and its impact on children's learning indoors and outdoors.
- The inspector spoke with staff and children during the inspection.

Inspector
Rubina Nijabat

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders' and staff's knowledge of safeguarding is particularly strong. Staff have a good understanding of possible indicators that a child is at risk. They have up-to-date knowledge and know the procedures to follow should they need to report any child protection concerns. Together they ensure the setting is safe and secure and children are well supervised both indoors and outdoors. Recruitment and vetting procedures are robust, ensuring that staff are suitable to work with children. The manager is ambitious and passionate about developing her staff's knowledge and promoting their confidence and individual skills. She holds regular supervisory and monitoring meetings with them and makes effective use of training provided by the local authority. For example, all staff have attended training to help support children with SEND. This helps to improve teaching skills and ensure good outcomes for children.

Quality of teaching, learning and assessment is good

Overall teaching is of a good standard. Staff routinely observe children during their play and use this information to plan activities for children's individual learning needs. Leaders meet regularly with staff to discuss their key children's progress and complete tracking documents to help them identify any gaps in learning. Staff skilfully develop a variety of opportunities for children to develop their imagination. For example, children enjoy role-playing doctors and acting out scenes from a story they hear about a police car. Outside, they have fun pretending to be gardeners as they use watering cans, spades and rakes. Staff develop children's early writing skills, good pencil grip and control when using a range of drawing and mark-making tools. They support children to count accurately and to talk about size as they construct with blocks, which helps them to develop good mathematical skills.

Personal development, behaviour and welfare are good

Staff speak to children kindly and with respect. Consequently, this encourages children's consistent good behaviour. Children demonstrate good manners, follow instructions and have a good understanding of the pre-school rules. They develop effective social skills which help them to interact well with others, take turns and share resources happily with their peers. Staff teach children the importance of healthy lifestyles effectively. Children brush their teeth every day at the pre-school and learn the significance of eating fresh fruit and drinking water. Children benefit from having plenty of outdoor space to develop their exploratory and physical skills. Children also enjoy a range of activities that take place outside of the pre-school, such as walks to the local shops and parks, and visits to the theatre.

Outcomes for children are good

All children make good progress from their individual starting points. They learn useful skills for when they move on to school. Children are motivated to learn and confident to ask for help, for example, when they find putting on aprons and filling water pumps a challenge. They enjoy sensory experiences, including play with dough, pasta and wooden natural resources.

Setting details

Unique reference number	EY546697
Local authority	Barking and Dagenham
Inspection number	10100896
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	56
Number of children on roll	46
Name of registered person	Childville After School Services Ltd
Registered person unique reference number	RP520422
Date of previous inspection	Not applicable
Telephone number	07919913302

Childville Preschool @ St Johns registered in 2017. The pre-school is located in Dagenham in the London Borough of Barking and Dagenham. The setting operates Monday to Friday from 9am to 3pm term time only.

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