

ABC Preschool

St Peter's Church Hall, 52 Goresbrook Road, Dagenham, Essex RM9 6UR



Inspection date	22 May 2019
Previous inspection date	7 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

- Children make good progress in their learning and development. They acquire the knowledge and skills they need to succeed in their future learning, including when they move to school.
- Staff work well together to plan interesting and challenging activities that children respond to very enthusiastically. Children are always keen to join in and are deep in concentration while they play.
- Children are highly independent and curious learners. They have many opportunities to lead their own play and explore their ideas in the well-resourced and stimulating environment. They develop high levels of confidence and self-esteem.
- Children are happy, secure and settled. The caring and friendly staff know children well and form strong attachments with them. This creates a calm, positive and nurturing atmosphere throughout the whole setting
- The dedicated manager leads the setting well and evaluates the quality of her provision on a regular basis. She sets challenging and realistic targets for improvement.
- Staff make excellent use of the outdoor space. They provide children with a wide range of activities and resources, and children show great enjoyment at spending extended amounts of time outside.
- Staff track children's progress well and plan appropriate next steps. However, parents do not contribute fully to information about their child's progress to further develop the shared approach to children's learning.

What the setting needs to do to improve further

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

- give parents more opportunities to contribute information about their child's progress, to further enhance the existing shared approach to children's learning.

Inspection activities

- The inspector had a tour of the setting.
- The inspector spoke with parents and took their views into account.
- The inspector viewed documentation during the inspection, including safeguarding policies, staff suitability checks, children's tracking documents and the setting's main policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

Inspector

Laura Rathbone

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager uses robust safer recruitment procedures and offers continual support to all staff in managing any safeguarding issues, which helps to keep children safe. The manager and deputy hold regular supervisory meetings with staff and identify ways to help support their professional development. Staff are given frequent opportunities to update and extend their knowledge and understanding in the early years. The manager monitors children's progress effectively and responds quickly to early observations of any emerging gaps in their learning. Parents feel staff offer children a nurturing and interesting environment in which to learn and explore. The manager reflects on her practice and the environment regularly. For instance, the location of the role-play area was recently moved, which has led to more boys accessing this area of learning.

Quality of teaching, learning and assessment is good

Passionate and enthusiastic staff teach children well. They support children of different abilities to develop their communication and language skills through a varied range of activities. For instance, staff and children use signing as a form of communication. This allows children who speak English as an additional language or children who are still developing their language, the same opportunities to be able to share ideas and express themselves as other children. Staff plan interesting activities based around the individual needs and interests of children. For example, play dough activities are adapted to incorporate numbers and colours, based on younger children's developing interest in mathematics. Staff have a strong understanding of how to extend children's learning. For instance, during flower painting activities, children are encouraged to think about and discuss how flowers grow. This contributes to children being confident to ask questions and share ideas.

Personal development, behaviour and welfare are good

Children are happy and secure in their environment. Their emotional well-being is successfully supported by the nurturing and caring staff, and children receive plenty of attention, affection and praise. Staff encourage children to do things for themselves and children take great pride in making their own choices and taking care of themselves. For example, children happily serve themselves snack, tidy up activities and lead their own play. Staff teach children how to keep themselves safe by explaining to them in detail why some actions may be risky, and this has contributed to children having a strong understanding of any potential dangers. Staff make good use of the large outdoor space and children enjoy accessing this area throughout the day.

Outcomes for children are good

Children are confident and show they are thoroughly motivated learners who make good progress from their starting points. They are well prepared for school, when the time comes. Children show a keen interest in imaginative play and fully utilise the role-play area. For instance, children enjoy brushing and combing hair in the 'hairdressers' and creating different hairstyles for the staff. Children are strong communicators who are confident to offer suggestions and make their own decisions.

Setting details

Unique reference number	509798
Local authority	Barking and Dagenham
Inspection number	10072976
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	68
Number of children on roll	68
Name of registered person	Twomey, Annette Jane
Registered person unique reference number	RP512704
Date of previous inspection	7 January 2016
Telephone number	020 8984 8999

ABC Preschool registered in 1993 and is situated in Dagenham, in the London Borough of Barking and Dagenham. The pre-school is open from Monday to Friday, from 9.15am to 11.45am and from 12.20pm to 2.50pm, during term time only. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider employs 12 staff, 10 of whom hold relevant qualifications at level 3 or above.

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