

Pies Preschool

St Teresa Rc Church, Brook Road, Ilford IG2 7JA



Inspection date	22 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 explore various ways to coach and train staff. For instance, in areas of safeguarding, leaders meet with outside agencies to extend their knowledge and share best practice with staff and parents.
- Leaders have high expectations for children. They complete rigorous evaluations and make plans to continually improve. For instance, to extend children's communication skills, they have introduced a herb garden, which encourages children to talk about their experiences.
- Children play with enthusiasm and are motivated to learn. At snack times, children are fully engaged in conversation. Staff help younger children learn how to pour their own drinks, and praise them well. Older children volunteer to help younger children make choices with their snacks.
- Leaders initiate links with other schools to help children with special educational needs and/or disabilities (SEND) transition to school successfully. They plan activities to help children prepare for their next steps to school, such as talking about school uniform. This helps children transition successfully into school.
- Parents do not routinely understand what they can do at home to extend their 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:

- strengthen the two-way flow of information between parents/carers and the setting to share knowledge of children's interests, learning and development, in order to ensure the consistency of their care.

Inspection activities

- The inspector observed the quality of teaching and staff's interactions with children, and assessed the impact this had on their learning.
- The inspector held meetings with the manager and staff.
- The inspector took account of parents' views.
- The inspector looked at a range of documentation, including evidence of the suitability of staff working with children. She discussed the pre-school's safeguarding procedures with staff and leaders.
- The inspector completed a joint observation of an activity with the manager.

Inspector

Vanessa Cariba

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders attend meetings with outside agencies to extend their safeguarding knowledge. Staff are updated through team meetings. Safeguarding policies are implemented and work well in practice. Staff know what to do if a child is at risk of harm, and understand how to escalate procedures. Leaders supervise their staff regularly. They deploy staff so that less-experienced staff benefit from working alongside more-experienced and successful staff. Children with SEND make good progress. Staff extend their knowledge with additional training to help these children. Additional funding is used to help children access experts to support their education. Leaders buy resources, such as outdoor clothing, so that children can explore outside. Leaders complete detailed evaluations of the setting, and understand what the pre-school needs to do to improve even further. They seek parents' views. For example, they ask parents about the care and education their children receive, and parents respond positively.

Quality of teaching, learning and assessment is good

Leaders have high expectations of children in their care. They help new children with settling in, so that they have a wide range of opportunities. For instance, they have daily access to dressing-up costumes, books and information about cultural festivals. Early literacy skills and mathematical development are introduced through stories. Children enjoy recalling the names of animals and counting. Children with SEND have secure attachments with staff, and make good progress from their starting points. Staff are caring and kind. Children explore the outdoor play area with their friends, and staff encourage them to explore their interests. For example, in the outdoor mud kitchen, children pretend to make tea, mix the ingredients and pretend to sip, while talking to their friends. Using technology, they pretend to make telephone calls. Staff understand how to use questions to deepen children's understanding. Children maintain focus and work towards their next steps.

Personal development, behaviour and welfare are good

Staff praise children at all times. Children show a sense of achievement. For example, at snack time, older children encourage younger children to wash their hands. Younger children play imaginatively and talk to their friends. Children behave well and build strong relationships with staff. Staff talk to children about how to keep themselves safe from risks, for example when using the internet.

Outcomes for children are good

Children are happy and well behaved. This helps them to be motivated learners. Older children teach younger children and the resources available mean that children have a wide choice of learning experiences both inside and outdoors. Children preparing for school are aware of their transitions, and leaders explore how to make transitions smooth for children with SEND. Children make good progress from their starting points and most children meet their expected developmental targets according to their age. Children with SEND are supported at each stage. Staff are kind and caring. Gaps are identified for all children with robust planning.

Setting details

Unique reference number	EY539496
Local authority	Redbridge
Inspection number	10090283
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	2 - 5
Total number of places	26
Number of children on roll	22
Name of registered person	Miah, Shadna
Registered person unique reference number	RP539495
Date of previous inspection	Not applicable
Telephone number	07961496519

Pies Preschool registered in 2017 and is situated in Ilford, in the London Borough of Redbridge. The setting is open Monday, Tuesday, Wednesday and Friday from 9am to 3.30pm, and Thursday from 9am to midday, during term time only. The provider employs three staff, all of whom hold appropriate qualifications in early years at level 3.

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