

Sparrows St Mary's Plaistow



St. Mary the Virgin Parish Church, May Road, LONDON E13 9BQ

Inspection date	24 May 2019
Previous inspection date	26 April 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is hard-working and ambitious and evaluates the pre-school effectively. She includes the views of staff, parents and children in the process of improving the quality of care and practice. For example, staff and parents have worked successfully together to develop an exciting outdoor play area that covers all aspects of the early years framework.
- Partnerships with parents are excellent. Staff work hard to create an all-inclusive setting where children and their families are made to feel welcome and respected. Staff are dedicated and ensure there is regular and effective two-way communication between them and parents. Staff also work with local schools and other professionals to ensure they obtain and share all relevant information, so they can help children to make the best progress.
- Staff regularly observe children's learning and plan for their individual development needs, including those of children with special educational needs and/or disabilities (SEND). Staff use their in-depth knowledge of the children to plan a range of interesting activities.
- Staff support children's welfare and personal development to a very high standard. They respond to children with warmth and kindness, which helps them to feel safe and valued.
- The manager monitors staff practice regularly and carries out supervisory meetings so everyone understands their roles. As a result, staff work successfully as a team to provide children with good learning experiences. However, current arrangements for professional development do not focus strongly enough on raising the already good standard of teaching to an even higher level.
- Although staff have a good understanding of where children are in their learning, this is not consistently transferred into the current tracking system to enable sharply focused monitoring to take place.

What the setting needs to do to improve further

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

- consolidate the recent plans for the professional development programme to help in progressing teaching knowledge and skills towards excellence
- help staff to make better use of the current tracking system so that assessments consistently match what staff know and understand about the progress individual children are making in their learning.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at a range of documentation, including evidence of staff suitability, children's learning records, and some policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke to children and staff at appropriate times throughout the day.

Inspector
Rubina Nijabat

Inspection findings

Effectiveness of leadership and management is good

The manager and staff strive to provide children with a high-quality, safe and secure environment. They maintain effective procedures for risk assessment and teach children how to keep themselves safe in the pre-school, on outings, and in the garden. Arrangements for safeguarding are effective. Staff have a clear understanding of their role in protecting children. They are alert to the signs and symptoms which might indicate a child is at risk and what they should do about any concerns. In addition, the manager has established thorough recruitment procedures and monitors the ongoing suitability of staff.

Quality of teaching, learning and assessment is good

Staff are experienced and plan a range of enjoyable and stimulating activities that motivate children to learn through play. Staff support children's communication and language skills exceptionally well. For instance, children with speech delay and English as an additional language are supported with a range of resources. Staff routinely use flash cards, use a visual daily timetable, and repeat key words and simple phrases associated with children's play. Staff engage children expertly in story sessions and use their voices expressively to act out narratives. Consequently, children delight in taking part in repeated refrains, and develop good mathematical counting skills as they count the number of foods the caterpillar has eaten.

Personal development, behaviour and welfare are outstanding

Staff provide an extremely welcoming and inclusive environment, where children develop very happily. Staff are caring, respectful and excellent role models. Children are exceptionally well behaved and help one another to get the resources they need and wait to take turns. Staff help children gain an excellent understanding of their local community, and create a culture that celebrates diversity. Children regularly visit the library, parks and local places of interest. Children develop excellent self-help skills through daily routines, such as mealtimes, helping to tidy up and handwashing routines. Staff have a strong focus on inspiring children to lead healthy lifestyles, and seize every opportunity to teach children about food that is nutritious and good for their health.

Outcomes for children are good

Children are eager, active learners who progress well in their learning, including children with SEND. Children express themselves with enthusiasm during circle time, and in their imaginative role play about doctors. Older children pretend to write prescriptions and learn to write their names, as younger children move around with confidence, selecting the resources they want to play with. In the garden, children display increasing control and develop good physical skills as they balance and walk across stepping logs. Children spontaneously use numbers, shapes and quantity in most activities they take part in. For example, they counted the number of bean bags they threw in a net, and worked out which containers held more or less. Children gain a good range of skills to support their move on to school.

Setting details

Unique reference number	EY476675
Local authority	Newham
Inspection number	10075882
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	25
Number of children on roll	23
Name of registered person	Sparrows Trading Company Limited
Registered person unique reference number	RP533600
Date of previous inspection	26 April 2016
Telephone number	0208 470 1942

Sparrows St Mary's Plaistow registered in 2014. It is situated in Plaistow, in the London Borough of Newham. It is open each weekday from 9.30am to 5pm, term time only. The pre-school receives funding to provide free early education for children age two, three and four years. There are four members of staff, who all hold appropriate early years qualifications from level 2 to level 6.

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