

# Val Robinson Childcare, Cottage Preschool

The Royals Youth Centre, Viking Way, Rainham, Essex RM13 9YG



<b>Inspection date</b>	10 July 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The provider, manager and staff are dedicated and committed to ongoing improvements. Leaders have identified areas for development and have a clear action plan. They have established a positive environment where staff support each other and work very well together.
- The manager actively reviews all aspects of practice, including the views of staff, parents and children, to further develop the practice and provision. For example, the manager and staff are working on developing the outdoor area and a children's reflection zone to develop children's physical and emotional well-being.
- Overall, teaching is of a high standard. Staff use observations of children's learning effectively and provide individual and challenging learning plans for the different age groups, including children with special educational needs and/or disabilities (SEND).
- The key-person system is well established. Staff get to know children's individual needs and their personalities extremely well. They talk confidently about children's interests and how they plan for them. This helps to support children's emotional well-being. Children are happy, confident and have secure bonds with staff and each other.
- Partnership with parents is strong and well developed. Staff actively involve parents with their children's learning. Staff regularly inform parents about their child's achievements and support parents to develop these further at home.
- Staff use a range of signs and symbols, words in different languages and visual prompts to make a positive impact to the progress made by children with SEND and children who speak English as an additional language.
- Current arrangements for staff development do not focus strongly enough on raising the already good standard of teaching to an even higher level.
- At times, staff could further review routines and activities to minimise waiting times and ensure that children remain focused on their intended learning.

## What the setting needs to do to improve further

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

- consolidate and target the recent plans for the professional development programme to further improve teaching to outstanding
- review the organisation of some routines and activities to minimise waiting times and to support children to remain focused on their learning.

### Inspection activities

- The inspector spoke with staff and children at appropriate times during the day.
- The inspector observed staff interactions with children in the play areas.
- The inspector looked at a range of documentation, children's assessments, the record of risk assessments and some policies.
- The inspector spoke with parents and took account of their views.
- The inspector held a meeting with the manager and invited the manager to complete a joint observation.

**Inspector**  
Rubina Nijabat

## Inspection findings

### Effectiveness of leadership and management is good

All staff have a good understanding of their roles and responsibility to keep children safe and who to contact if they have any concerns about children's welfare. Staff monitor children's attendance robustly and effective risk assessments help to ensure that children learn and play in a safe environment. Recruitment and vetting procedures are thorough to ensure that staff are suitable to work with children. Safeguarding is effective. Staff work with a range of professionals, for example the local specialist adviser, to provide individually planned programmes of support for children with SEND. The manager arranges regular supervision and monitoring meetings for staff so everyone has sufficient support and an understanding of how to fulfil their roles.

### Quality of teaching, learning and assessment is good

Staff use a range of effective teaching methods to help children to learn and extend their knowledge and understanding in all areas of the early years. Children play freely with each other and explore their environment with confidence and a purpose. For example, older children help build cages for animals with large wooden blocks and talk about the cage being 'higher' and 'taller'. Staff consistently model writing and use mathematical language as they play alongside children. For example, children write customers' orders in the role-play area as staff model writing children's choice of snack at the snack table. Staff develop children's imaginative skills superbly as they encourage them to role play being chefs at a pizza restaurant. Staff encourage younger children to explore different materials. For example, they provide a range of craft materials, such as paint, tissue paper and shiny objects, to enable children to combine and create models and notice different textures.

### Personal development, behaviour and welfare are good

Staff are positive role models and help children learn to care about and respect each other. Younger children are given plenty of cuddles and reassurance, which helps them to develop good, close and trusting relationships with their key person and other staff. Children of all ages confidently extend their physical skills and get plenty of fresh air outside. They ride wheeled toys and try to work out how to manoeuvre around an obstacle course made with tyres. Staff provide good opportunities for children to develop good independence and healthy eating skills. They offer a range of snacks that meet children's individual dietary needs and plenty of drinking water that children help themselves to throughout the day.

### Outcomes for children are good

Children express themselves with enthusiasm as they discuss how they will create a shark junk model and participate well in story sessions. Younger children move around with confidence and develop good sensory and physical skills. They show delight in their explorations and activities, such as filling and emptying containers with sand and water and using paint with sponges and paper. Older children learn to write their name and confidently use numbers. Children make good progress from their starting points and gain the essential skills they need to be well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	EY542789
<b>Local authority</b>	Havering
<b>Inspection number</b>	10090450
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Val Robinson Childcare Services Limited
<b>Registered person unique reference number</b>	RP542788
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01708 556434

Val Robinson Childcare, Cottage Preschool registered in 2008 and then re-registered in 2017. The setting operates from the Royals Youth Centre in Rainham, in the London Borough of Havering. The setting is open each weekday from 8.45am to 2.45pm term time only. The provider employs 15 staff. All staff hold appropriate qualifications in early years at levels 2, 3 and 6.

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