

# Inspection of Beacon Pre-School Playgroup

Beacontree Heath Methodist Church, The Broadway, Dagenham, Essex RM8 1DZ

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Inspection date: 24 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and motivated learners. Staff form strong bonds with them and their families. This leads to a warm and nurturing environment, felt throughout the whole setting. The manager is passionate about creating an inclusive environment for all children. Parents are very much involved in the setting and they feel that they are included and their opinions valued. The manager and her staff have high expectations of all children and are ambitious for all children to achieve well. Children make good progress and are well prepared for the next stage in learning. The curriculum is well thought out and stimulating and is based on the individual needs of the children. Staff spend a great deal of time finding out what the children already know and what they need to learn next. For example, when children started a conversation about pomegranates, staff purchased this fruit for the children to explore further, giving them the opportunity to discuss the different colours and textures. Children grow in independence and take good levels of responsibility for managing aspects of their own play and learning. For instance, they take great pride in serving themselves at snack time and brushing their teeth afterwards. Staff work closely with parents to ensure that children, including those with special educational needs and/or disabilities, make a strong start to their learning.

### **What does the early years setting do well and what does it need to do better?**

- Partnerships with parents are excellent. Parents comment that staff are fantastic and that they are well informed about all areas of their children's development. They are delighted with the progress their children make.
- Staff place a strong emphasis on supporting children's emotional development. The well-established key-person system means that children form strong attachments with staff and staff quickly learn what children can do and what makes them unique.
- Staff have a well-thought-out settling-in procedure that helps children and parents to feel confident and happy. Parents have the opportunity to stay and settle their child alongside staff. Therefore, each child has the time to settle confidently at their own pace. Staff observe children in their settling-in sessions and assess their level of development and interests. This allows children to make progress from the very start.
- Children have countless opportunities to learn about the world around them. For example, they go on regular trips to the local supermarket, to buy the food for snack time. Staff use this as a way of teaching the children about keeping themselves safe, making their own decisions and learning about the local community.
- The manager and her deputy give staff regular feedback on their performance through observation and supervision. They recognise the need to continue to

focus on this support to ensure the quality of teaching is raised consistently to the highest standard.

- The manager takes the happiness and well-being of staff members very seriously. As a result, she retains highly experienced staff who have been at the setting for a long time. Staff feel happy and supported in their roles and this leads to them being passionate and dedicated to the setting.
- Staff communicate well with the children. They use signing as a form of communication and this enables children who have English as an additional language or younger children who are still developing their language to be able to share ideas and opinions. Staff regularly sing with children and this helps support children to stay focused during group activities and when moving from one activity to another, such as at tidy-up time.
- Staff plan an exciting curriculum that is personalised to each child and their individual needs. The manager and deputy closely monitor the curriculum to make sure activities are challenging. Together with staff, they reflect and evaluate activities to make sure that all children are meeting their full potential.
- Staff have a good understanding of the early years foundation stage. They work closely alongside children, narrating what is happening and asking children questions to extend their learning further. However, at times, staff miss opportunities to further extend the children's learning, especially during routine activities, such as snack time.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff understand their responsibilities in relation to child protection issues very well. They know how to report any child welfare concerns to the relevant professionals. Staff receive regular up-to-date training. All staff receive a thorough induction and are vetted closely to confirm their suitability to work with children. All activities and visits are stringently risk assessed to ensure children are safe.

## **What does the setting need to do to improve?**

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

- focus on supporting less confident staff in their professional development to raise the quality of teaching to a consistently high standard
- make greater use of opportunities to consistently challenge and extend children's learning and development.

## Setting details

<b>Unique reference number</b>	100209
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10072230
<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 to 3
<b>Total number of places</b>	42
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Beacon Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP517444
<b>Telephone number</b>	0208 595 4611
<b>Date of previous inspection</b>	10 May 2016

## Information about this early years setting

Beacon Pre-School Playgroup registered in 1993. It operates from Beacontree Heath Methodist Church, in the London Borough of Barking and Dagenham. The setting operates Monday to Friday from 9am to midday, during term time only. The provider employs five staff and all staff hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Laura Rathbone

### Inspection activities

- The inspector observed activities, indoors and outdoors, and conducted a joint observation with the manager.
- At appropriate times throughout the inspection, the inspector held meetings with the manager and spoke with staff and children.
- The inspector looked at a range of documentation, including children's assessments and planning documentation and staff suitability.
- During the inspection, the inspector spoke to a selection of parents and took account of their views.
- The inspector and manager conducted a learning walk together.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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