

Inspection of Calvary Poplar Preschool

Calvary Charismatic Baptist Church, 119 East India Dock Road, London E14 6DE

Inspection date: 16 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

The new manager and staff team have made significant improvements to the quality of teaching since the last inspection. Consequently, children enjoy their time as they explore and investigate a broad range of activities and resources. This enables them to learn as they play. Staff value all children as individuals and ensure that they are included and supported equally. Children who speak English as an additional language soon catch up in their communication skills. They receive the help and encouragement they need from the supportive staff team. Staff know the children well. They seek relevant information from parents and observe and assess children's learning well. They plan effectively, taking into account each child's interests, capabilities and stage of development. Children learn about the importance of living a healthy lifestyle. Staff teach them about healthy eating and the importance of good hygiene. Children are friendly and confident. They smile and chat to visitors and enjoy sharing their ideas and experiences. Younger children cuddle into caring and affectionate staff when they need reassurance. They soon develop confidence and play with their friends, taking turns, sharing toys and developing social skills. This shows that they feel safe and secure at the pre-school.

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

- The pre-school staff have a very proactive approach to working in partnership with parents. They arrange regular meetings and guidance to support parents in contributing to their children's early education and well-being. They initiate workshops with topics such as healthy eating and provide informative posters and leaflets. Staff provide regular feedback about children's progress and are extremely supportive towards families. Parents are highly positive in their comments about the pre-school, especially regarding the progress their children make and how well staff care for them.
- Children benefit from a good range of toys, equipment and activities inside and outside. The well-planned activities and resources provide them with a broad range of learning experiences that prepare them for their future. Children explore a wide range of objects that work in different ways for different purposes, such as cameras and computers. They enjoy learning about the natural world and about growing plants and caring for the pre-school's giant snails. Resources such as dolls, posters and books reflect people from different backgrounds in a positive way. Staff teach children about cultures and traditions through stories, activities and discussions.
- There are good partnerships with outside agencies. Staff seek interventions and support for children with special educational needs and/or disabilities. They work in partnership with parents and agencies to ensure that children receive the support they need to make good progress.

- The manager has put new arrangements in place for staff supervision which help to promote good outcomes for children. These include regular meetings, observations and feedback to staff. However, these systems are in their infancy and there is scope to develop them further to gain consistently high-quality teaching across the whole staff team. Nevertheless, the management team has taken very positive steps since the last inspection and expresses a commitment to driving and sustaining improvements going forward.
- Staff use a highly skilled approach to supporting children as they play. They all show a sincere interest in what children are learning and encourage them positively. For instance, they play alongside children as they build train tracks and introduce mathematical words and discuss interesting ideas. This motivates children to think of a range of possibilities and develop skills as they make use of shapes and resources to create bridges and tunnels. However, there are occasions during routines, such as mealtimes, when some staff miss opportunities to bring some children into discussions.
- Staff ensure the environment is welcoming, stimulating and safe for all children. Children are confident, friendly and well behaved. Staff are positive role models and teach children to listen to one another, communicate positively and be caring. Children respond well; they share toys, listen to each other's ideas and develop valuable social skills which prepare them for their future lives.

Safeguarding

The arrangements for safeguarding are effective.

The provider has thorough recruitment and induction procedures in place to check that staff are suitable to care for children. The premises are clean, safe and secure and staff carry out checks to maintain good standards. The provider ensures that staff undertake safeguarding training and attend meetings to keep their safeguarding knowledge current. There is a lot of useful guidance and advice displayed around the premises to raise awareness of the importance of child protection. Staff teach children about keeping safe and help them to develop an awareness of the importance of their own well-being.

What does the setting need to do to improve?

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

- make the most of opportunities to engage children in conversations during everyday routines to the same standard as during planned and focused activities
- extend the newly implemented staff supervision arrangements to strive for highly effective teaching of the curriculum across the whole staff team.

Setting details

Unique reference number	EY537349
Local authority	Tower Hamlets
Inspection number	10107733
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	27
Name of registered person	Calvary Poplar Preschool Ltd
Registered person unique reference number	RP537348
Telephone number	020 7515 6765
Date of previous inspection	8 May 2019

Information about this early years setting

Calvary Poplar Preschool registered in 2016 and is situated in Poplar, in the London Borough of Tower Hamlets. The pre-school offers sessional care from 8.30am to 3pm, during term time only. It receives funding for free early education for children aged two, three and four years. A total of seven staff work with the children, all of whom hold relevant professional qualifications ranging from level 2 to level 5.

Information about this inspection

Inspector

Linda du Preez

Inspection activities

- The inspector walked around the pre-school with the manager and held a joint observation to discuss the curriculum and plans for children's learning.
- The inspector spoke to parents, staff and children to take account of their views.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documents and records.
- The inspector held meetings and discussions with the pre-school manager and the registered provider.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019