

Inspection of Calvary Pre-School

174D Vicarage Road, Leyton, London E10 5DX

Inspection date: 13 November 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 Good

What is it like to attend this early years setting?

The provision is good

The owner is committed to providing a high standard of care and education for children. She works closely with managers to identify where they can strengthen teaching further so children achieve their potential. Staff provide a good range of stimulating activities which support all areas of children's learning. They use stories effectively to develop children's imaginations and build on what they know. However, there is not a good variety of other types of books and reading materials, to further enhance children's interest in reading.

Staff have high expectations for all children. This includes those receiving additional funding, children who are learning English as an additional language and children with special educational needs and/or disabilities. Staff encourage children to be independent and support them to develop high levels of confidence and self-esteem. They guide children's behaviour and remind them about rules and boundaries. However, not all staff support children effectively to understand and manage their emotions.

Children demonstrate that they feel happy and safe at the pre-school. They arrive smiling and confidently hang up their outdoor clothes before going to their rooms to play. Children enjoy their learning. They confidently select from the resources and concentrate well at activities which interest them.

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

- Staff use what they know about the children to plan stimulating activities which help all children work towards the next stages in their learning. They identify where children have gaps in their learning and provide targeted support to help close these. Parents comment on the good progress that their children make, particularly in learning to talk.
- The provision for mathematics is strong. Staff help children to develop a secure understanding of numbers, shapes and measurements. They incorporate mathematics into activities such as sand and water play and use daily routines as opportunities to practise skills such as counting.
- Staff use stories, songs and rhymes to help develop children's language skills and support other areas of learning such as mathematics. However, they miss opportunities to introduce a wider range of books to children to enhance their interest in reading and further extend their understanding of the world.
- Children show positive attitudes towards learning. They enjoy challenges and are confident to persevere when tasks are challenging. For example, older children practised cutting out shapes from different types of paper. They found it difficult but concentrated well and kept on trying. They enjoyed the praise they received from staff and showed pride in their achievements.

- Staff support children's understanding and enjoyment of healthy lifestyles well. They teach them the reasons for following good hygiene routines and why it is important to eat a healthy diet. Children enjoy being physically active and relish the opportunities to play outdoors each day.
- Staff teach children about rules and what they should or should not do. However, they sometimes miss opportunities to help children to recognise their feelings and begin to manage their emotions.
- Children learn about other people and communities and develop respect and understanding of different ways of life. Staff value children's individuality and ensure that they reflect all children's cultural heritages in the activities and resources they provide.
- Staff are well supported in their professional development through regular meetings and supervision with the provider and manager. They have good opportunities to develop their skills and improve their qualifications. Staff talk enthusiastically about how they use information from training to improve their teaching. For instance, they have learned new ways to enhance children's language skills and use these effectively in their practice.
- The procedures for helping children to settle when they join the pre-school are very effective. For instance, staff visit children in their homes before admission. This helps to reassure children and builds a strong bond with their key person right from the start. It also provides a good opportunity for parents to share information about their children, which initiates effective partnership working.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of child protection and know how to keep children safe and well. They access regular training to keep their skills up to date. This includes training on recognising and responding to children who may be exposed to extreme views or behaviours. Staff recognise possible signs and symptoms of abuse and what to do if they are concerned about a child's welfare. There are clear procedures in place to manage any allegations that may be made against a member of staff. Staff use ongoing risk assessments effectively to ensure the environment, indoors and outdoors, is safe and secure for children.

What does the setting need to do to improve?

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

- broaden the range of books and reading materials for children, to help enhance their developing literacy skills
- ensure that staff consistently support children to begin to understand and manage their feelings and emotions.

Setting details

Unique reference number	EY468586
Local authority	London Borough of Waltham Forest
Inspection number	10127492
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 to 4
Total number of places	60
Number of children on roll	36
Name of registered person	Calvary Charismatic Baptist Church
Registered person unique reference number	RP533017
Telephone number	07947121463
Date of previous inspection	1 December 2017

Information about this early years setting

Calvary Pre-School registered in 2013. The pre-school is open each weekday from 8am to 6pm, all year round. The provider employs eight members of staff. Of these, seven hold relevant childcare qualifications at level 6, level 3 or level 2, and the manager holds qualified teacher status.

Information about this inspection

Inspector
Sarah Crawford

Inspection activities

- The inspector took part in a learning walk with the deputy manager of the nursery to evaluate how well the environment meets children's needs.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She also completed a joint observation with the provider.
- A sample of documents was reviewed by the inspector. This included suitability checks on staff and safeguarding procedures.
- The inspector spoke with parents, staff and children during the inspection, to assess their views on the provision.
- A meeting took place between the inspector, the provider and the deputy manager

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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