

Inspection of Liberty Play House and Day Care

Clarks Road, Ilford High Street, Ilford, Essex IG1 1UG

Inspection date: 21 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enjoy the time they spend at this welcoming and friendly pre-school. They confidently say goodbye to parents and happily settle to their chosen activity. Children explore the wide variety of activities and quickly become engrossed, demonstrating increasing levels of concentration. Staff have high expectations for all children in their care. They have good knowledge of their key children and plan educational activities that interest, challenge and engage them. Children are polite and behave well. They begin to understand and follow rules and learn how to look after the resources. Children get the encouragement they need to build on their individual interests and make good developmental progress. The manager supports staff in their roles and ensures other professionals are involved in the support of children with special educational needs and/or disabilities (SEND). Children attending with SEND are well supported and making progress. The manager holds regular meetings and considers the views of staff, children and parents to help identify areas for improvement.

Staff work well as a strong team and have a good understanding of their responsibilities. They have a shared commitment to providing a quality service for children and their families. Children listen attentively to instructions and respond appropriately to clear guidance. They make decisions about their play, happily share ideas with their friends, take turns and respect the views of others. Staff encourage children to explore resources and discuss what they are doing and thinking. This contributes to their self-confidence and communication development.

The manager knows what is expected of children when they start school. Children are prepared well for transition to school. They learn how to use the toilet, recognise letters, look at books and count.

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

- The quality of education is good because the activities are planned to meet the individual needs of children. The manager and staff carefully monitor children's progress and plans for the skills they need to acquire.
- Children are often encouraged to learn through their senses by, for example, using different textures and resources. They explore ice and discuss animals that live in cold countries to help develop their knowledge and understanding of the world, and support speech and language development.
- Adults focus on developing the skills of concentration for all children, including those attending with SEND, using daily individual activities such as sensory exploration.
- Adults talk and listen to children during exploratory play. They encourage them to count the sides of the shapes they make in the baby lotion to carefully extend

children's mathematical development.

- Partnership working with a local school is well established. Staff from the school visit children with SEND to learn about their developmental needs. This helps children become familiar with new people and supports their transitions in preparation for school.
- Safeguarding is a high priority. The manager ensures staff undergo thorough vetting procedures prior to employment, to protect children in their care. Staff support children's awareness of safety well. For instance, they quickly mop up spills, remind children to not climb inside, and teach them to negotiate the outside area with care.
- There is an effective key person system in place, as well as a designated member of staff to oversee the care of children that need extra support.
- Snack time is a social occasion where children show confidence in speaking and listening. Together they look at food picture books and talk about their food likes and dislikes. Children with SEND are beginning to use picture cards to express their food preferences. Healthy snacks are provided at the pre-school. Children learn about how to make healthy choices about the food they eat.
- Parents express how satisfied they are with the pre-school. They say their children are happy and progressing well.
- Children carry out some acts of self-care. They learn about good hygiene routines and clean up after themselves after activities. Staff support children to make choices about their physical play. They support the health and well-being of children.
- On occasion, staff miss opportunities to encourage younger children to do things for themselves to encourage their development of independence.

Safeguarding

The arrangements for safeguarding are effective.

Staff ensure that children's safety is given priority. The premises are safe and secure. Staff carry out risk assessments to help reduce any hazards. They complete regular safeguarding training. Staff understand their duty to keep children safe and can recognise the indicators that may cause them concern about the welfare of a child in their care. They understand how to recognise if a child is at risk of being exposed to extreme ideas or behaviours. Staff know how to refer any concerns they may have. Robust vetting procedures ensure staff are suitable to work with children. Staff deploy themselves effectively to supervise children during their play and when moving between activities.

What does the setting need to do to improve?

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

- Ensure that all children, including the youngest, are encouraged to do things for themselves during daily routines.

Setting details

Unique reference number	EY376052
Local authority	Redbridge
Inspection number	10074132
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	2 to 5
Total number of places	26
Number of children on roll	8
Name of registered person	RCCG Liberty Christian Connections
Registered person unique reference number	RP902161
Telephone number	0208 514 0145
Date of previous inspection	23 May 2016

Information about this early years setting

Liberty House Playschool and Day Care registered in 2008 and opened in 2012. The pre-school is open each weekday from 9.15am to midday during school term time. There are four members of staff, all of whom hold appropriate early years qualifications. The manager holds early years professional status.

Information about this inspection

Inspector

Janet Tough

Inspection activities

- The inspector and manager took part in a learning walk at the start of the visit to discuss the approach to early education.
- The inspector sampled documentation, including evidence of staff's suitability checks and qualifications.
- A joint observation was carried out by the inspector and manager to discuss quality of teaching.
- The inspector spoke with staff and children during the inspection.
- Parents met with the inspector to share their views about the setting.

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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