

Inspection of Somerville Pre-School

Chadwell Heath Tennis Club, Hainault Road, Romford, Essex RM6 5RX

Inspection date: 18 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate they are happy at this welcoming pre-school. They confidently leave their parents at the door and quickly settle down to their play. Children benefit from warm and nurturing relationships with staff. They receive lots of individual attention, which helps them to feel safe and secure. Children's behaviour is good. They learn about the boundaries of the pre-school and what is expected of them. Children are kind and friendly towards each other. Older children willingly assist with activities, such as tidying up. They check carefully to ensure things are put in the right places.

Overall, staff have high expectations for children. They help them acquire important skills for their future success. For example, children develop good communication skills and confidently articulate what they know. Children show a positive attitude to their learning. They develop their imaginations and show great enthusiasm as they play. For instance, children use large building blocks to construct a house where bears can hibernate. When they need more blocks, they are confident to get these out of the shed independently. Children like playing outdoors. They enjoy using large equipment, such as tricycles to develop their large-muscle movements. Children show good physical skills as they negotiate the wobbly tyres. They balance carefully until they reach the end and then challenge themselves to jump as far as they can.

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

- The manager and staff work together as an enthusiastic and dedicated team. They are committed to providing an inclusive environment where all children and their families are welcome. Staff take time to get to know children and their parents and build strong and trusting relationships with them. Parents comment how much their children enjoy attending the setting. They state that staff communicate well with them and provide suggestions to support children's learning at home.
- Staff monitor children's development closely from the start. They quickly identify if children need extra help to achieve all that they can. The deputy manager has a wealth of training and experience, to help her understand children's individual needs. She works closely with parents, staff and other professionals. They draw up individualised plans for children and provide a good overall range of activities, which help to close any gaps in their learning. All children, including children with special educational needs and/or disabilities, children who receive additional funding and those who speak English as an additional language, make good progress from their starting points.
- Overall, children benefit from an interesting and well-balanced curriculum. The manager and staff know what they want children to learn during their time at

the pre-school. They plan activities that allow children to take the lead in their own learning and opportunities for children to learn from adults. The quality of education is good, overall. However, on occasion, activities for large groups of children are not well planned. Staff are unable to focus on children's individual learning needs and children do not learn all that they could from the experiences.

- Children clearly enjoy their learning. They concentrate well and keep trying as they discover how to make sandcastles and complete jigsaw puzzles. Children show energy and enthusiasm in their imaginative role play. They make links with their own lives as they pretend to fill their cars with petrol and then drive off to get some shopping. Children enjoy challenges and solving problems. For instance, they work hard to construct a house for the toy animals. When the elephant will not fit, they say, 'it's too big'. They consider what to do next and work out that they can extend their building so that all the animals fit in.
- Staff place a good focus on teaching children the importance of living a healthy lifestyle. Children regularly play outdoors, follow good hygiene routines and enjoy vigorous exercise. Staff help children understand risks and learn how to keep themselves safe. For instance, children learn to use knives safely as they butter toast at snack time. In the garden, staff set up a pretend road. They teach children to recognise safe places to cross the road, such as where there is a zebra crossing. Children remember that they must hold an adult's hand and look out for cars coming.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and updates about child protection and wider safeguarding issues, such as online abuse and the risks of radicalisation. They know the signs of possible abuse and neglect and the procedures to follow, should they have any concerns about a child's welfare. The manager knows what to do if there are concerns or allegations made about adults working with children. She follows robust recruitment processes, to check that staff are suitable for their roles. Staff use risk assessments effectively to ensure that the premises are 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:

- plan and implement group activities more effectively, to ensure they meet the individual learning needs of all children taking part.

Setting details

Unique reference number	EY563264
Local authority	Redbridge
Inspection number	10194296
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Somerville Pre-School Committee
Registered person unique reference number	RP902145
Telephone number	07765072797
Date of previous inspection	Not applicable

Information about this early years setting

Somerville Pre-School re-registered in 2018 after a change of premises. The pre-school operates each weekday from 7.45m to 4pm, term times only. The provider employs six staff, five of whom have early years qualifications. One staff member is qualified at level 6 and the others hold level 3 qualifications. The pre-school offers funded early education to children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together. They discussed the curriculum and how the pre-school is organised.
- The inspector observed a range of learning experiences indoors and outdoors and evaluated the quality of education and the impact on children's learning.
- The manager and the inspector carried out a joint observation and evaluated the quality of teaching together.
- The inspector spoke to parents, staff and children during the inspection and considered their views and experiences.
- A range of documents, including staff suitability checks, paediatric first-aid certificates and safeguarding policies, were reviewed by the inspector.

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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