

Inspection of St. Barnabas Preschool

St. Barnabas Church, Browning Road, Manor Park, London E12 6PB

Inspection date: 19 January 2022

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

Children are visibly happy and engaged at this welcoming and safe pre-school. They are confident to explore the varied activities set up for them. New children settling into the pre-school appear calm and content. Leaders and staff make children's emotional well-being a clear priority. Settling-in procedures help children to become familiar with the daily routines. Staff are quick to reassure children, offer comfort to them and are sensitive to their needs.

Staff plan age-appropriate and interesting activities for children to help them make good progress in all areas of learning. Staff and leaders have high expectations of all children and what they can achieve. They make children's personal, social and emotional development a clear focus, to help close any possible gaps that may have emerged following the COVID-19 pandemic. Children enjoy sensory play as they explore different kinds of bangles. They are confident to count and take turns in hanging them on a stand. Children, including toddlers, behave well. They know how to wait their turn and play cooperatively with others. Children develop good social skills.

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

- The manager and staff have a shared vision for what they want children to learn and achieve. During their time at the setting, children become confident, sociable and well-behaved learners. Staff teach children what is expected of them during daily routines and activities. For instance, children learn how to join in and behave during group activities, such as story time. Children develop their attention skills well and are confident to express what they think.
- Staff have clear plans for children's learning and know their key children well. They have a good understanding of what children need to learn next, and support them in achieving the next steps in their learning.
- Staff recognise any possible gaps in children's learning and, overall, plan effective activities to help support their development. Although partnerships with other professionals are in place, there is scope to maximise these links further, to support children's learning to a higher level.
- Parents receive regular updates about their children's development. For instance, they access information about their next steps through an online app. Staff also give parents suggestions of activities they can do at home, to further support their children's development, and to help embed a consistent approach.
- Staff provide many opportunities for children to be physically active to support their health and well-being. For instance, children learn to balance and move on climbing equipment and during obstacle courses. Children develop their large motor skills well.
- The manager monitors staff's performance well, for example through regular

appraisals and supervisions. She identifies any areas where staff may require further development and takes action, to help maintain good-quality education for children. Staff have good opportunities to develop their teaching skills and practice, for example through attending training courses. Following the COVID-19 pandemic, the manager has recently helped staff to improve their interactions with children, to aid children's language development and skills even further.

- Children develop their communication skills well. Staff regularly sing songs and read books to them, to help them learn the meaning and sounds of words. Children become very familiar with rhymes and stories and are able to join in. Staff skilfully support children who speak English as an additional language. They use children's home languages alongside speaking English, to help deepen children's understanding and extend their English vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The manager understands her safeguarding responsibility. The manager and staff know how to keep children safe and know the possible signs that may indicate a child is a risk of possible harm. They know how to report their concerns about children and/or if there is an allegation made against a member of staff. Risk assessment procedures help staff to successfully identify and remove any risks to children to help keep them safe. Staff have a clear understanding of health and safety procedures, such as what to do in the event of a fire, to help maintain the welfare of children.

What does the setting need to do to improve?

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

- strengthen partnership working with other professionals to enhance the support available to children and help them to make the best possible progress.

Setting details

Unique reference number	EY417736
Local authority	Newham
Inspection number	10217250
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	21
Name of registered person	Kool Kidze Ltd
Registered person unique reference number	RP530181
Telephone number	07804884436
Date of previous inspection	3 April 2019

Information about this early years setting

St. Barnabas Preschool registered in 2010. The pre-school operates from St Barnabas Church in East Ham, in the London Borough of Newham. It provides care from 9am to midday each weekday during term time only. The pre-school employs four members of staff, including the manager. Two staff hold early years qualifications at level 3 and the manager holds a qualification at level 6. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk and told her about what they want the children to learn at the pre-school.
- The inspector and the manager completed a joint observation of a teaching activity to review the quality of education.
- The inspector engaged with children at appropriate times throughout the inspection.
- The inspector looked at documents relating to the suitability of those working with children, such as their early years and first-aid qualifications.
- Parents provided feedback on their experiences of the pre-school and the inspector took account of their views.

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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