

# Inspection of Charis Preschool

73 Jutsums Lane, Romford, Essex RM7 9HJ

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Inspection date: 13 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive happily and separate well from their parents and carers to begin playing. They imaginatively create their own role-play situations together. Overall, the adults use these moments well to build children's speaking skills. They consistently narrate children's actions and introduce new words clearly for children to master. Children explore keenly across the entire indoor and outdoor environment. The manager has ensured children have plenty of engaging activities that promote exploration. For example, children enjoy scooping oats into different containers, dressing up, playing with wet sand and water play. Children readily share their experiences, likes and dislikes during their conversations with adults. They have close warm bonds with their key persons and each other.

Children behave very well throughout the day. They play cooperatively and are sensitive towards the needs of others. They willingly share their space and the toys and seek each other out for collaborative activities. For example, they excitedly join their friends in using scissors to cut out their various choices of designs and ask friends to join them on the see-saw and the tool station. Children are curious and inquisitive learners. They spend extended amounts of time engrossed in their play.

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

- The manager has ensured the recommendations made at the previous inspection have been fully embedded in practice. Staff make good use of specific moments in children's free play to practise counting, recognise numbers and recall simple addition. As a result, children know what four add four makes and understand the total is the same number as an octopus's tentacles. Children now enjoy a broad range of activities, including dance, pedalling trikes and riding cars. They travel through tunnels, jump in tyres, climb and have regular trips to the local park.
- Staff ensure children successfully acquire the skills they need for starting school. Children can dress and undress independently. They confidently recognise shapes, such as a rhombus, heptagon, pyramid, trapezium and semi-circle. They recognise their names and can hold writing tools with the correct grasp. Staff make good use of supporting visuals to aid children's early reading and children are able to use the letter sounds they have learned to recognise the days of the week.
- Older children, including those who join the nursery with language delay, make good progress in their speaking skills. This is because staff consistently label objects and describe what children are doing. As children understand and acquire more vocabulary, staff use open-ended questions. This encourages children to respond in short sentences and phrases. Younger children, who speak English as an additional language, do not have sufficient opportunities to

play and learn using their home language. Hence, these children do not make the best possible progress in their communication and language development.

- Overall, children are inquisitive and curious learners. As children freely explore, staff intuitively allow children opportunities to solve problems. Staff give children time to investigate whether a cotton reel can roll faster than a pom-pom.
- Children learn about other cultures and festivals as they make Diya lamps for Diwali and cards for Eid. They learn about other communities' traditions. For example, they learn why the Year of the Tiger is an important part of Chinese celebrations.
- The manager ensures her staff benefit from routine supervision. She uses these sessions to discuss and prioritise her staff's well-being, roles and responsibilities. Staff say they are happy at work. They feel they are listened to and their suggestions and ideas are welcomed.
- Parents are happy with the progress their children make at nursery. They told the inspector that the staff and manager are very friendly and supportive.
- The manager knows the strengths and areas for improvement of the setting. She knows that her overall aim for children to become confident, independent learners is being achieved. Hence, children make successful transitions to school. The manager has plans to improve on the existing opportunities children have to use and learn from technology within her setting.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know what signs suggest a child is suffering abuse. They know the relevant safeguarding partners they must contact and the procedures for reporting any concerns. Staff hold circle time discussions with children about how to keep safe when online. They ensure children's use of the internet is always fully supervised and is restricted by relevant parental controls. The nursery premises are kept secure, and staff know children's whereabouts at all times. Staff ensure children play in a hazard-free environment. They carry out thorough daily checks and risks assessments of all children's activities, resources, toys and equipment.

## What does the setting need to do to improve?

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

- provide sufficient opportunities for younger children, who speak English as an additional language, to use their home language in their learning and play
- provide children with further opportunities to engage with technology.

## Setting details

<b>Unique reference number</b>	EY480800
<b>Local authority</b>	Havering
<b>Inspection number</b>	10236445
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Charis Care Services Ltd
<b>Registered person unique reference number</b>	RP535337
<b>Telephone number</b>	07460 218565
<b>Date of previous inspection</b>	12 September 2016

## Information about this early years setting

Charis Preschool registered in 2014. It is situated in Romford, in the London Borough of Havering. It is open each weekday from 9am to 12 midday and 12 midday to 3pm during term time only. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs four full-time staff, including the manager. All staff hold appropriate early years qualifications at level 3.

## Information about this inspection

### Inspector

Olivia Awolola

## 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 provider and has taken that into account in their evaluation of the setting.
- The inspector spoke to children as they played and held discussions with parents to gather their views.
- A range of policies, documents and records were sampled by the inspector.
- The manager accompanied the inspector on a learning walk to explain the overall aims of her curriculum and how the nursery is organised to support what children are learning.
- The inspector observed the quality of teaching and interactions between children and staff.
- A leadership and management discussion was held with the nursery manager.
- The inspector spoke to staff about their roles and responsibilities.
- The manager and inspector jointly observed a circle time activity.

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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