

Inspection of Chadwell Preschool

67 Reynolds Avenue, Chadwell Heath, Romford RM6 4RT

Inspection date: 15 December 2022

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 are warmly welcomed into this caring, nurturing and organised environment. The entrance is filled with parents dropping off children and key workers greeting them and getting them ready for their day. Children find their pegs, put letters in the postbox and are happy to go straight into nursery to get busy.

All areas of learning are planned for and considered and the inviting environment has been created for children to explore and be curious. Children are independent and begin using the typewriters, painting on easels and using scoops and scrapers in the large, indoor sandpit.

Children demonstrate good concentration during circle time and are eager to share their ideas, which are valued and acknowledged. Their emotional well-being is fostered, as they ask each other how they are and use emotion puppets to describe how they are feeling. Children follow instructions well and behaviour expectations are high. All children are aware of the golden rules and treat each other with respect, tidy their environment, wait for their turn and share resources.

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

- Staff know their children really well, and plan to build on what they already know and support them to make good progress. They spend time getting to know children and their families when they start nursery, which ensures children settle quickly and their starting points are accurate.
- Children are confident communicators and are learning and acquiring new vocabulary well. Adults model words to describe the weight of objects and children begin to use 'heavier' and 'lighter' in their play, as they explore traditional weighing scales and objects.
- Children are developing independence and are well prepared for the next stage of education. They find their name in the morning to complete self-registration, get a tissue to wipe their nose and scrape their own plates after snack.
- Healthy lifestyles are encouraged, and children are able to try a variety of healthy foods at nursery. They prepare their own vegetable pasta salad ready for snack time, they chop and cut vegetables. Children talk about the ones they like and why they should eat healthy foods.
- A love of reading is promoted and fostered as children gather around adults and listen intently to stories being told. Story themes are embedded into the curriculum, and a reading den encourages exploring books throughout the day. The special log cabin library that has been created to ensure parents can be involved in developing children's interest in reading, as they enjoy choosing and borrowing books together.
- Staff are highly engaged with children and advocate in-the-moment planning,

incorporating children's interests. They set up buckets of icy snow in winter and encourage children to scoop and stir in the outdoor kitchen. However, adult interactions are not always effective as children are not given enough time to think and respond.

- Parent partnerships are a real strength and communication is good. Parents speak highly of this warm and welcoming setting and many parents have sent more than one of their children, as they are happy with the progress they make and how emotionally secure and confident they are.
- The staff benefit from a thorough supervision system where leaders use information from monitoring and observations to identify where practice needs improving. Staff are well supported within their team and confident in their roles. They seek advice and work alongside other professionals to support children's learning.
- Inclusivity is at the heart of this setting, and all children, including those with additional needs, make good progress and thrive in this nurturing environment. Some children benefit from the support of additional adults who provide personalised one to one support for their learning and development. Children use Makaton and visual clues to help them communicate and make choices.
- The manager is reflective and aware of the strengths and improvements that could be made within the setting. Leaders and managers strive to ensure children have the best possible outcomes by following their interests and identifying gaps. Most recently, they created a tinkering shed, so children can fix and tinker with real objects, increasing their concentration and motivation to learn.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective, and all staff have robust knowledge of child protection and their duty to keep children safe from harm. The staff team are aware of the procedure to follow when reporting a concern and how to log this information. They are confident at identifying the signs and symptoms of abuse, and seek advice from the local authority when they are concerned for a staff, child or family's well-being. Staff receive regular training, so that they can keep their knowledge up to date. Risk assessments are in place and regular checks are carried out across the nursery to ensure hazards are removed or minimised.

What does the setting need to do to improve?

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

- improve staff's knowledge of teaching and learning to ensure high quality interactions that develop children's positive attitudes towards learning even further.

Setting details

Unique reference number	128455
Local authority	Redbridge
Inspection number	10234138
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 at time of inspection	2 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Chadwell Pre-School
Registered person unique reference number	RP523839
Telephone number	020 8 220 0390
Date of previous inspection	23 February 2017

Information about this early years setting

Chadwell Preschool registered in 1992. It is situated in Chadwell Heath in the London Borough of Redbridge. The pre-school is open on Monday to Friday, from 9.15am until 12.15pm, and from 1pm until 4pm, during term time only. There are six members of childcare staff, five of whom hold appropriate qualifications from level 3 to level 6. The pre-school receives early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Sara Vincent

Inspection activities

- This was the first routine inspection the pre-school 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and 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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