

Inspection of Childville Pre School Gascoigne

160-164 Ripple Road, Barking, Essex IG11 7PR

Inspection date: 23 February 2023

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 explore happily at this pre-school. They play with their friends and choose from a selection of interesting activities and resources. Children are busy in their play. For example, they explore sand, make footprints in play dough and create self-portraits. Children learn to make decisions about what to play with. They can express their likes and dislikes.

Children's communication and language skills are well supported. For example, they explore bugs as they count them into pots. Children talk about what the bugs look like and answer questions about them. Children learn to solve problems. They learn the word 'balance' as they make a tower with the different insects. Children talk about their achievements. For example, as they balance a worm on the top of their tower, children comment that it did not 'fall'. Children are confident and happy. They learn new vocabulary and use it in their play.

Children learn to keep themselves safe. For example, on daily walks, children listen out for traffic and learn about road safety. They follow instructions from staff. During circle time, children explore an 'attention bucket'. They discover the objects and name the colours they can see. Children learn to develop concentration skills.

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

- The manager creates a curriculum that considers what children know and can do. Staff know children well. They find out about children's previous experiences. Staff use this information to create an environment for children to explore independently. Children are confident learners.
- Staff plan activities that the children enjoy and find interesting. However, on occasion, some older children are not fully supported to extend their learning. For example, when children write their name, they are not always given the equipment they need to be fully successful. Older children do not always have access to the most ambitious learning opportunities.
- Staff understand that some children may need additional support in their learning. They regularly assess children's progress and identify any gaps in their development. Staff make links with external agencies when children need additional help. Children with special educational needs and/or disabilities are well prepared for the next stage of their education.
- Care practices are effective. For example, children are well supported as they learn to use the bathroom. They can wash their hands on their own. Children learn to put on their shoes and coats to go outside. Children develop their independence.
- Parents are positive about the care their children receive. They report that children are happy and make progress in their learning. Parents state that

children quickly learn new language and use it at home. However, some parents report that it is not always clear what their children's next steps in learning are so they can extend their children's learning at home.

- Children learn about healthy lifestyles. For example, children brush their teeth together and sing a toothbrushing song. Staff model to children how to brush their teeth. They explain why it is important to keep their teeth clean. Children understand that oral hygiene is important and helps to keep them healthy.
- Children have daily access to outside space. They enjoy walking around their local area with their friends. Children enjoy indoor sports activities, including physical education sessions. However, children do not have consistent opportunities to fully develop their physical skills. For example, their access to run and climb outdoors is limited.
- Managers are reflective of their practice. They regularly arrange training opportunities for staff. Managers carry out regular supervisions of staff. This helps them to keep their knowledge and skills up to date and build their teaching skills over time.
- Staff provide enriching opportunities for children to learn about differences. For example, children go their local market to explore food from around the world. They learn about different festivals and go to a local shop to buy items from other cultures. Children learn about different people and communities. They understand and respect differences between people.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a robust recruitment system to ensure that staff are suitable. She has a clear safeguarding policy, which she shares effectively with all staff. New staff undertake an induction to ensure that they fully understand safeguarding policies and procedures. Staff are aware of the signs that children may be at risk of abuse or harm. They know how to report their concerns to the appropriate authorities. Staff regularly carry out risk assessments in the pre-school. They regularly evaluate risks during outings in the local area to ensure that children are kept safe.

What does the setting need to do to improve?

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

- build on existing good practice to ensure that activities consistently provide challenge for older children
- develop how information is given to parents to support them to extend children's learning at home
- strengthen opportunities for children to develop their physical skills.

Setting details

Unique reference number	2612941
Local authority	Barking and Dagenham
Inspection number	10263161
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	69
Name of registered person	Childville After School Services Ltd
Registered person unique reference number	RP520422
Telephone number	07919913302
Date of previous inspection	Not applicable

Information about this early years setting

Childville Pre School Gascoigne registered in 2020. It is situated in Barking, in the London Borough of Barking and Dagenham. It is open during term time, from 9am to 3pm, Monday to Friday. The pre-school employs seven members of staff, five of whom hold a relevant early years qualification at level 3 or above. It provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Daurge

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 manager and has taken that into account in their evaluation of the pre-school.
- 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 communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individuals about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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