

Inspection of Early Learners Centre Pre School

Leyton Parish Hall, 72 Lindley Road, Leyton, London E10 6QT

Inspection date: 24 March 2023

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 show strong and nurturing relationships with staff at this warm and welcoming setting. They arrive happy and are eager to explore the activities on offer. Children have a positive attitude to learning and show high levels of enjoyment and curiosity. They are fascinated how the fairy lights in the cosy area change colour. Staff's clear explanations support children to understand how this happens.

Children are independent and follow a good hygiene routine. They use the tissue station to wipe their noses and sanitise their hands afterwards. Children help themselves to a range of healthy foods for snack and persevere to spread butter onto their cracker. Outdoors, children build good physical skills. They practise throwing beanbags into hoops and assess risks, as they balance on a raised beam. Children also benefit from regular visits from an external sports coach.

Children express a keen interest in making a range of marks in a shallow tray of sand, using chopsticks. More able children confidently write their name on their artwork. Children develop a strong understanding of their own and other cultural practices, such as Ramadan. They learn the meaning of new words, such as 'sunset' and 'sunrise'. Children are responsible individuals. They sort and dispose of their rubbish in separate containers in preparation for recycling.

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

- Staff create a sequenced curriculum that incorporates children's evolving interests. They know the children they care for well and what they need to learn next to support them to make good progress. They ensure that children are provided with a good level of challenge that provides them with the essential skills in preparation for school.
- The manager and staff have recently adapted the daily routine to enable children to immerse themselves in play when they first arrive at the setting. However, they have not tailored all routines, such as the length and content of whole-group time to consistently meet younger children's learning needs and maintain their interest. As a result, these children eventually lose attention and do not fully benefit from what is being taught.
- Parent partnerships are a particular strength of the setting. Some parents eagerly volunteer to share their skills with children and work with staff to support children's learning. Parents speak highly of staff and are very impressed with the provision they provide and progress their children are making. Staff place a strong emphasis on keeping parents fully informed of their children's achievements via an interactive online app, daily verbal updates and parent evenings.

- Staff ensure that they provide an inclusive learning environment. Children with special educational needs and/or disabilities have tailored support to help them to make good progress in relation to their starting points.
- Staff praise children for their efforts and achievements. This helps to promote children's self-esteem and confidence. Staff provide opportunities to help children learn about their emotions and feelings. Children complete puzzles that reflect different emotions and talk to staff and their friends about how they are feeling and why. This helps children to develop an understanding of different emotions and why they feel the way they do.
- Overall, children behave well. They show friendly relationships as they hold hands and sing songs together. Staff have high expectations of children and have worked together to create 'golden rules' to support children to understand what is expected of them. Children show that they are familiar with these as they pretend to turn on their listening ears in preparation to hear the questions that staff pose to them. They show how they must put up their hand should they wish to respond. However, staff do not consistently implement the 'golden rules'. This results in children speaking over one another. Therefore, staff do not always support children to develop a high level of respect for each other.
- Staff supervision is effective. They receive good opportunities to build on their knowledge and skills. Recent training has had a positive impact on developing children's love of books.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff complete safeguarding training and provides regular support to help staff understand their duties in relation to safeguarding. Staff are knowledgeable about how to keep children safe. They know what to do if they have a concern about a child's safety and well-being. Additionally, staff know what to do if they have a concern about a colleague's conduct. The provider follows robust recruitment procedures to ensure that staff are suitable to work with children. The manager conducts regular checks to ensure their ongoing suitability. Robust arrangements are in place to ensure that children are collected by individuals who have permission to do so.

What does the setting need to do to improve?

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

- refine the organisation of the daily routine to consistently meet the needs of all children
- support children to understand and follow the high expectations in place to enhance their respect for others.

Setting details

Unique reference number	EY494647
Local authority	London Borough of Waltham Forest
Inspection number	10280461
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	34
Number of children on roll	37
Name of registered person	Early Learners Centre Ltd
Registered person unique reference number	RP902792
Telephone number	0208 127 7374
Date of previous inspection	15 September 2017

Information about this early years setting

Early Learners Centre Pre School registered in 2015. It is situated in Leyton, within the London Borough of Waltham Forest. The setting is open from 8.45am until 3.15pm, Monday to Friday, term time only. There are five members of staff, including the manager who work directly with children; of these, three staff hold appropriate early years qualifications at level 3. The setting provides funded early years education for children aged two-, three- and four-year- old children.

Information about this inspection

Inspector
Lorraine Pike

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 manager and has taken that into account in her evaluation of the setting.
- The inspector, manager and deputy manager completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day.

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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