

Inspection of Loxford First Step Preschool

School Lodge, Loxford Lane, Ilford IG1 2UT

Inspection date: 1 November 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 enter the pre-school happily and separate easily from their parents. They show that they feel safe and secure with practitioners, who are warm and caring. Children choose where they would like to play, and practitioners are readily available to play with them and extend their learning. This supports children's emotional development.

Overall, the manager has put a good learning programme in place to support children's learning. The special educational needs coordinator works effectively in partnership with outside agencies and parents. Practitioners ensure that all children with special educational needs and/or disabilities receive good support to help them to close gaps in their learning. This has a positive impact on the quality of education that all children receive.

The practitioners are good role models. They are polite in their interactions with children, who, in turn, demonstrate politeness to their friends. For instance, children kindly pass plates of apples and cucumbers to their friends at snack time. Children show respect to their friends. They play cooperatively alongside and with each other. Children behave well.

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

- The manager values the practitioners and leads them well. She ensures that they have time each day to spend with their key children. Practitioners know their key children well. For instance, they set up experiences in calm areas that they know children like to quietly explore. This supports children's sense of belonging and well-being.
- Practitioners ensure that materials and resources are available for children to use. However, at times, they do not give children enough time to fully explore the resources. For instance, during some group sessions, children do not have enough time to think and communicate their own ideas. The manager recognises that more can be done to support children's communication, curiosity and problem-solving skills even further.
- Practitioners support children to learn in meaningful ways. They set up sensory experiences with pumpkin, spaghetti and play dough, and children use their hands to squeeze, press and mould them. Outside, they use ride-on bikes, balance on low beams, and climb up and go down a slide. This benefits children's small- and large-muscle development.
- Children enjoy nutritious snacks, which are freshly prepared at the pre-school. Practitioners help children to understand how food contributes to a healthy lifestyle. For instance, they work with parents to ensure that the packed lunches that children bring in are healthy and meet their dietary needs. This promotes

children's health.

- Practitioners support children's understanding of early mathematical concepts. They skilfully help children to develop their counting skills. Children learn about numbers through playful activities and experiences.
- There is good support for children who speak English as an additional language. Practitioners understand the importance of children using their home languages alongside English as they play and learn. Some staff speak several languages and are skilful in their interactions with children. This supports children's next steps in education.
- Practitioners help children to develop their communication and language skills through everyday routines. For instance, as children walk down the stairs and line up, staff sing songs and rhymes and children keenly join in. The manager uses additional funding to enable staff to access training to develop children's communication and language skills further.
- The manager and practitioners form good relationships with parents. They gather information about children before they start. They use this information to begin to plan activities and experiences for the children. This supports children to make good progress from their starting points.
- Partnership with parents is strong and effective. Parents feel that practitioners are approachable and friendly. They value the support they receive from the manager and their children's key persons. This has a positive impact on children's personal development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and practitioners demonstrate a good awareness of safeguarding practice. They understand the importance of recognising any cause for concern. Practitioners know how to report any concerns, including allegations against those working with children. They are trained to understand the provider's safeguarding policies and procedures. They carry out risk assessments to remove hazards, such as broken resources, to help to ensure children's safety. The recruitment and induction of practitioners is thorough, and individual suitability assessments are completed.

What does the setting need to do to improve?

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

- continue to develop staff's understanding of how to promote children's problem-solving and communication by allowing them the time to explore and test out their ideas as they play.

Setting details

Unique reference number	2655266
Local authority	Redbridge
Inspection number	10308744
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	2HM LIMITED
Registered person unique reference number	2655267
Telephone number	07954374421
Date of previous inspection	Not applicable

Information about this early years setting

Loxford First Step Preschool re-registered in 2021. The setting is situated in the London Borough of Redbridge. The setting operates from Monday to Friday, 8.50am to 3.30pm, during term time only. The setting receives funding for the provision of free early education for children aged two, three and four years. The setting employs 11 members of staff, of whom eight hold a level 3 childcare qualification.

Information about this inspection

Inspector

Anne-Marie Giffits

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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum and what practitioners want children to learn.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with practitioners during the inspection.
- The inspector spoke with parents to gather their views of the setting.

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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