

Inspection of Childville Pre School @ Thamesview Community Hall

THAMESVIEW COMMUNITY HALL, 3117 BASTABLE AVENUE, BARKING, ESSEX IG11
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Inspection date: 7 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

Staff greet children warmly as they arrive in the morning and find their names to self-register. Children separate quickly from their parents and happily start making choices about their play. Staff continue to offer children choices throughout the day. For example, children choose which book they would like to read together and select from a range of healthy foods when they are hungry. This gives children a sense of control over their day and helps them to develop their independence.

Staff have embedded the rules of the setting and actively teach children how to take turns. For example, they support children to line up toy cars, taking turns to add a car at a time. Staff quickly deal with children who struggle to regulate their behaviour. They get down to children's level and calmly support them to resolve minor conflicts, particularly around sharing. Staff also embed routines and put strategies in place to support children through transition points. This contributes to a calm and purposeful environment in which children show enjoyment as they engage in child-led play.

Leaders and staff are clear about what they want children to learn and put an appropriate focus on building children's speaking and listening skills. Overall, leaders have introduced strategies to support children with a delay in their language to make rapid progress. For example, staff skilfully lead attention-building activities and use visual prompts to help children to communicate. This supports all children to develop the skills required to be ready for their next stage of learning.

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

- Leaders ensure that the learning environment feels warm and welcoming. Staff are deployed effectively to give children the choice of playing inside or outside. Children benefit from regular access to a spacious garden which staff use to provide opportunities for children's physical and active learning. However, the nappy changing area is not suitable to ensure children and staff are comfortable during this care routine.
- Staff are knowledgeable about how young children learn and plan activities with a clear learning intent. For example, they take children outside to participate in a pretend bear hunt, linked to the book they are sharing. Staff lead this storytelling activity with energy and pace. However, some children miss out on this rich learning, as staff allow them to choose not to participate. This also disrupts the learning for others.
- Staff skilfully engage with children during child-led learning. They constantly model vocabulary and ask questions to promote thought and conversation. Staff also bring mathematical language into children's play. For example, they model the language of capacity while children scoop rice and lentils into different

containers. However, on occasion, staff do not model the correct spoken English and some children's speech errors go unnoticed.

- Staff know their key children well and can talk about individual strengths, interests and next steps in learning. Interactions between staff and children are consistently warm and supportive. This helps children to feel safe and secure. Staff always listen and respond to children, and offer lots of praise. This supports children's personal development and emotional well-being.
- The special educational needs coordinator (SENCo) is passionate about her role. She works with staff to identify children's emerging needs and is quick to discuss these with parents. The SENCo works well with other professionals, such as speech and language therapists, to ensure that they are working towards shared goals for children. There are effective strategies in place to include and support children with special educational needs and/or disabilities (SEND), who make excellent progress over time.
- Staff teach children about a range of festivals throughout the year. They invite parents in to share information about their cultural backgrounds. For example, children learn about Diwali and sing songs together about Diwali lights. This supports children to learn about other cultures and religions, and to feel represented and valued.
- The manager is passionate about her role. She is reflective about the setting and has plans in place to make further improvements. The manager makes good use of staff supervision sessions to identify training needs for individual staff. Staff comment that they feel very well supported and enjoy being part of a kind and friendly team.
- Leaders ensure that parents get regular feedback about their children's care and development. For example, they share and discuss their regular assessments of children's development with parents. Parents comment on the significant progress their children make, particularly in their language development and social skills. They add that their children are very happy at this setting.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. Leaders are approachable and very present in the setting. This contributes to a culture of safeguarding. Staff are aware of their safeguarding responsibilities. They know the potential signs of abuse and who to report these to. Staff know what to do if they have concerns about other members of staff. Staff use secure risk assessments, particularly for the outside area, and staff are aware of the risks associated with sharing this space. Leaders use robust vetting and recruitment procedures to ensure the suitability of staff. Staff who prepare snacks have attended suitable food and hygiene training. All staff hold a paediatric first-aid certificate.

What does the setting need to do to improve?

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

- ensure the nappy changing facilities are suitable to meet the needs of children and staff during this care routine
- consider the organisation of adult-led sessions to support all children to participate and benefit from the learning
- support staff to model the correct spoken English to enhance children's language skills further.

Setting details

Unique reference number	2654598
Local authority	Barking and Dagenham
Inspection number	10305539
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	2 to 3
Total number of places	40
Number of children on roll	18
Name of registered person	Childville After School Services Ltd
Registered person unique reference number	RP520422
Telephone number	07760 220367
Date of previous inspection	Not applicable

Information about this early years setting

Childville Pre School @ Thamesview Community Hall registered in 2021 and is located in the London Borough of Barking and Dagenham. The setting employs five members of staff. Of these, four staff hold appropriate early years qualifications at level 3. It opens during term time, from 9am to 2pm, Monday, Tuesday and Wednesday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Baker

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 viewed the setting and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how staff support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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