

Inspection of Spinduliukas

132 Lambourne Road, BARKING, Essex IG11 9QA

Inspection date: 22 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff provide a welcoming environment where children are happy and develop strong relationships. Pre-school-aged children place their belongings on their pegs and walk into the playroom to begin their day. All children are confident to leave their parents and demonstrate a sense of belonging at the setting. This helps to support their emotional health.

Children make good progress from their starting points in development at the setting. Staff know children well and carry out their key-person role effectively. They take time to observe children. Staff play alongside children to support their learning and find out about their interests and stages of development. They consider this information when planning stimulating learning experiences. The special educational needs and disabilities coordinator is knowledgeable. She works with external professionals to seek advice and make relevant referrals where necessary.

Staff are good role models and have high expectations of children's behaviour. They encourage and help children to kindly pass resources to each other. For example, children wait for their turn to use and then pass a large spatula to each other as they put their pizzas into a pretend clay oven. Children treat each other kindly and with respect.

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

- Staff understand how to support children's physical development well. For example, young children use their hands to splash and explore foamy water. They use alternate feet to walk up the steps of a climbing frame. Pre-school children enjoy drawing pictures and riding bicycles and scooters. All children enjoy moving to music. Staff promote children's small- and large-motor skills, such as climbing and jumping, and support them to develop their hand-eye coordination.
- Overall, staff teach children good communication and language skills. For example, children sing nursery rhymes and action songs. They enjoy repeating phrases. However, some of the youngest children frequently have dummies in their mouths when they play and learn. This reduces the time that the youngest children have to practise and develop their speaking skills.
- Staff ensure that children have experiences to help them to learn about themselves and others. For example, staff sing nursery rhymes in children's home languages and English. This helps children to learn English alongside their home languages and further develop their sense of identity.
- Staff consider how to develop children's mathematics skills. They use key mathematical language, such as 'full' and 'empty'. Additionally, staff support

children to develop an understanding of number through the careful counting of objects during experiences and activities. Children develop a good understanding of early mathematical concepts, which are appropriate to their age and stage of development.

- The manager and staff help children to develop their independence skills. For example, pre-school children put on their coats, hats and footwear before they go outside to play. They learn to use a knife as they cut up food, such as peppers, cucumbers and feta cheese, to make a salad for snack time. This helps children to prepare for their next stage of learning.
- The manager supports staff well and they enjoy working at the setting. Staff receive one-to-one meetings with the manager every two months to discuss their practice and training needs. Staff comment that this helps them to improve their practice. Staff have a good understanding of their roles and responsibilities. This helps to support children's learning and enjoyment.
- Partnerships with parents are strong. Parents receive regular communication about their children's progress. They say that they feel supported by the manager and their child's key person, and feel confident to talk to them about any concerns they have. Parents appreciate the tips they receive from staff to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- extend staff's understanding of how to further support the youngest children's communication and language skills.

Setting details

Unique reference number	EY549454
Local authority	Barking and Dagenham
Inspection number	10319079
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	32
Number of children on roll	40
Name of registered person	Sunshine Childcare London Limited
Registered person unique reference number	RP549453
Telephone number	07539169412
Date of previous inspection	5 December 2019

Information about this early years setting

Spinduliukas registered in 2017 and is located in Barking in the London Borough of Barking and Dagenham. It opens from Monday to Friday, 7.30am until 6pm, for 50 weeks of the year. It is a bilingual setting that teaches children in English and Lithuanian. The setting accepts funding to provide early education for two-, three- and four-year-old children. It employs six staff, of whom four hold appropriate childcare qualifications, ranging from level 2 to level 6.

Information about this inspection

Inspector

Anne-Marie Giffts

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.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to 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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