

Sparrows St George's Harold Hill



St George's Church And Centre, Chippenham Road, Romford RM3 8HX

Inspection date	12 November 2018
Previous inspection date	7 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Self-evaluation is accurate. The manager involves parents and staff in identifying areas for improvement. For example, the manager is currently improving a book corner to continue to build on children's enthusiasm for reading.
- Overall, staff help children to develop their language skills well. Children talk to staff and each other, as they explore a range of materials, including play dough, sequins, glue and wool. Staff skilfully question children about their creations and how the textures feel. They allow children time to think and respond.
- Staff model positive behaviour and provide opportunities for children to play in a caring and nurturing environment. This is demonstrated when girls and boys sit together to dress baby dolls, cuddle them and talk about their needs. Children treat each other with care.
- Children make choices about the toys they play with and confidently ask staff for support with challenges, such as fastening up the back of their painting aprons. Children acquire the social skills they need to prepare them for future learning.

It is not yet outstanding because:

- Staff do not fully enable children to develop their skills in using a wide range of information and communication technology, such as computers and keyboards.
- Children who have communication and language difficulties are not consistently supported to express themselves successfully.

What the setting needs to do to improve further

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

- build on children's interest to develop their skills in using information and communication technology systems, such as using computers and keyboards
- enhance the strategies used to support children who have communication and language difficulties to express themselves successfully.

Inspection activities

- The inspector spoke with children, parents, staff and managers at appropriate intervals during the inspection.
- The inspector observed activities, play and interactions between staff and children indoors and outdoors.
- The inspector and manager carried out a joint observation of an activity.
- The inspector sampled documents, including policies, risk assessments, training certificates and children's learning records.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that staff and students know the procedures to follow if they have concerns about the welfare of a child. Staff have a secure knowledge of the signs of possible abuse. Staff attend training sessions to strengthen their understanding of the different ways children learn. They use strategies effectively from this training to bring the quality of teaching to a higher level. The manager holds regular supervisory and team meetings with staff to monitor children's progress successfully. Effective partnerships with parents and external agencies are in place. These help to ensure that some interventions are put into place swiftly for children identified as needing additional support. Gaps in children's learning are closing.

Quality of teaching, learning and assessment is good

Staff provide a range of engaging reading materials to help children to develop their early literacy skills. For example, children enjoy reading magazines with staff and looking at books about dinosaurs, as they play with toy dinosaurs in the garden. Staff use the information they gain from observing children to recognise their interests, assess their progress and plan appropriate next steps in their learning. Staff involve children in games to improve their large-muscle movements, such as rolling a large hula hoop to one another. Staff use the same activity to develop children's mathematical skills. For example, they count backwards together before rolling the hoop along.

Personal development, behaviour and welfare are good

Children understand how to take care of their own personal needs and manage their own care needs successfully. For instance, children wash their hands independently when they finish messy craft activities. Staff motivate children to join in with discussions about the earth and talk to them about the effects of different types of weather. For example, staff call children to the garden to look for a rainbow when the weather suddenly changes. This helps to extend children's curiosity to learn about the world around them. Staff encourage children to assess the risks in their play environment and work together to create a safe place to play. This is evident when children happily take part in tidying away resources before the next activity. An effective key-person system is in place. Children form positive attachments with staff. This helps to build children's confidence and encourage them to explore.

Outcomes for children are good

Older children develop good skills to help with their move on to school. For example, they recognise letters of the alphabet and write their own name successfully. Younger children find their coat on a peg and put it on independently. They are well prepared for the next stage in their learning. Children make good progress from their starting points in learning.

Setting details

Unique reference number	EY476670
Local authority	Havering
Inspection number	10063500
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	36
Number of children on roll	39
Name of registered person	Sparrows Trading Company Limited
Registered person unique reference number	RP533600
Date of previous inspection	7 April 2016
Telephone number	01708 340177

Sparrow St George's Harold Hill registered in 2014. It is one of four nurseries owned by Sparrows Trading Company Limited. The pre-school operates from within a church in Harold Hill, in the London Borough of Havering. It is open each weekday from 9am to 4pm, during term time only. The provider receives funding to provide early education for children aged two, three and four years. The pre-school employs five members of staff. Of these, one holds a childcare qualification at level 5, and other staff hold relevant early years qualifications.

This inspection was carried out by Ofsted 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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