

Early Start Shrewsbury Road



Early Start Plashet, 2 Shrewsbury Road, LONDON E7 8AL

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|--------------------------|----------------|
| Inspection date | 5 August 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

This provision is good

- A robust programme of professional development is in place to ensure staff keep skills and knowledge up to date and are continually striving to improve the provision. For instance, training around resources for babies has enabled staff to develop the environment for the youngest children to engage them effectively.
- A clear focus on raising the quality of mathematics in all areas of the setting is evident. Staff successfully engage children in learning about number, shape and weight. Children enjoy using the scales and confidently use mathematical language to discuss 'more than' and 'less than'. Children make good progress towards their early learning goals.
- Staff ensure positive images and resources reflect the diversity of those who attend. They support children to learn about, and value, their similarities and differences successfully.
- Children thrive in the engaging environment staff create. They are well motivated to explore sensory resources, musical instruments and dough. Learning experiences, such as building with large wooden construction blocks and pouring water through pipes, help children consider problem-solving strategies well.
- Children make good progress from their starting points. Older children develop key skills, such as recognising their name for self-registration and putting on their own coat before going outside. This contributes to preparing them for their move on to school.
- Occasionally, staff focus on directing planned activities and miss opportunities to follow children's lead. This can cause some children to become distracted during group sessions.
- Staff do not make the most of opportunities to encourage children to explore mark making in everyday situations.

What the setting needs to do to improve further

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

- support staff to identify when, and how, to follow children's lead to consistently provide highly engaging sessions
- strengthen opportunities for children to develop an understanding of mark making and writing for a purpose.

Inspection activities

- The inspector spoke with children, the manager and staff at appropriate times during the inspection.
- The inspector took account of parents' views in written format.
- The inspector and manager carried out a joint observation of a circle time activity.
- The inspector observed activities, play and interactions between staff and children indoors and outdoors.
- The inspector looked at the range and suitability of resources available.
- The inspector sampled documents, including policies, training certificates, planning and children's learning records.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the signs and symptoms of abuse and are alert to signs that a child may be at risk of extreme views and behaviours. They know the procedures to follow to escalate concerns about potential abuse. A strong management team works well together and shares its vision with staff and parents successfully. It includes the views of parents in evaluating the provision and acts on suggestions, such as clearly explaining the role of the key person. This contributes to building effective parent partnerships and strengthening parents' understanding of the setting overall. The manager uses supervision well to identify areas to develop staff practice. For instance, coaching, mentoring and training enhance staff interactions with children and have a positive impact on their communication and language skills. The manager is knowledgeable about local issues such as childhood obesity and poor oral hygiene. She has implemented specific programmes to address these concerns and help improve children's overall health and well-being.

Quality of teaching, learning and assessment is good

Staff know the children in their care well. They work closely with parents to gather information that contributes to their own observations. This helps them build a clear picture of children's interests and capabilities. They make accurate assessments to help them plan precise next steps and support children's development effectively. Staff make good use of opportunities to encourage children to be active. Group activities indoors, such as balancing, hopping and stretching, complement the array of resources available outdoors, such as hula-hoops, tyres and stepping stones. This helps to promote children's physical development particularly well.

Personal development, behaviour and welfare are good

Children build secure attachments with staff. Young children who are unwell turn to their key person for comfort and are soothed quickly. Staff are calm, gentle and nurturing with babies. This helps children settle effectively. Good settling and transition procedures support children to move on to their next stage of learning well. Older children develop good relationships and regularly laugh with staff and make jokes. This helps strengthen children's self-confidence. Staff are excellent role models. They help children learn about making healthy choices and ensure that lunchtime is a social occasion, full of conversation. Children learn to take responsibility for their surroundings as they independently clear away their plates and cutlery and wipe down tables when they have finished. Children respond well to praise from staff when they help with tasks. This helps them develop a positive attitude to working together as a team.

Outcomes for children are good

Children develop good early literacy skills. They listen to stories with staff and turn pages as they explore books independently. This helps foster an enjoyment and enthusiasm for reading. Children learn about the structure of daily routines with the aid of a visual timetable. This helps them make sense of what is to come next. Children work well within the development typical for their age.

Setting details

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| Unique reference number | EY543066 |
| Local authority | Newham |
| Inspection number | 10090235 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 63 |
| Number of children on roll | 50 |
| Name of registered person | Early Start Education Ltd |
| Registered person unique reference number | RP543064 |
| Date of previous inspection | Not applicable |
| Telephone number | 0203 373 6050 |

Early Start Shrewsbury Road registered in 2017. The setting is in Forest Gate, in the London Borough of Newham. The setting is open each weekday from 8am to 6pm, Monday to Friday, all year round. The provider employs 11 members of staff, 10 of whom hold relevant childcare qualifications at levels 2 to 4.

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