

Goodmayes Kindergarten

Goodmayes Methodist Church, Percy Road, Ilford, Essex, IG3 8SF



Inspection date	30 November 2015
Previous inspection date	24 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Staff have a good knowledge of the areas of learning and how children learn through play. They provide a range of interesting resources which they display attractively to foster children's interest and enthusiasm.
- The manager reviews all aspects of the provision to ensure she is meeting the needs of the children who attend, particularly the increasing number of two-year-old children. She works closely with parents and has received positive feedback.
- The quality of teaching is good. Staff know children well and successfully plan to ensure that all children make good progress.
- The setting supports children who are learning to speak English as an additional language well. For example, staff use a range of strategies to help children settle when they are new.
- Staff welcome children warmly and this helps them to feel valued. Children feel safe and secure in the setting and are confident as they take part in all activities and move happily between the different rooms.

It is not yet outstanding because:

- Children do not always maintain interest during adult-led group activities.
- Young children do not always have enough opportunities to compare quantities during daily activities and play.

What the setting needs to do to improve further

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

- review the organisation of some group sessions so that all children can fully benefit from the planned activities
- provide further opportunities to help younger children compare quantities.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed as children took part in spontaneous play and adult-led activities.
- The inspector spoke to children, staff, managers and parents at appropriate times during the inspection.
- The inspector sampled documentation, including evidence of staff suitability and qualifications, and children's development folders.

Inspector

Lesley Hodges

Inspection findings

Effectiveness of the leadership and management is good

The manager understands and implements the requirements of the Early Years Foundation Stage well. The manager and staff have a good understanding of their role in safeguarding children and how to report any concerns. Staff understand how to recognise the signs and symptoms of when a child may be at risk of harm. The staff team has worked at the setting for some years and understands their responsibility to advise if there are any changes to their suitability. Safeguarding is effective. The manager monitors staff practice well. She identifies training opportunities to develop the skills of individual staff and improve the provision. Feedback from training helps staff to plan for improvements.

Quality of teaching, learning and assessment is good

Children enjoy the varied activities on offer. Staff prepare them well for the next stage of their learning. For example, staff provide a variety of resources for children to practise writing. Children confidently use chalks to write their names and draw pictures on a large board, and enjoy painting with water in the outside area. Children make good use of the cosy, attractive book area to share books in small groups. These include books that show people from different backgrounds, helping children to understand similarities and differences. Staff teach children about technology in small groups and help them to learn to take turns and to operate different educational programs. For example, children explore programs that help them to learn about colour and size. Staff closely monitor children's progress over time and share the information with parents. They successfully identify and close gaps in children's learning to ensure all children make good progress.

Personal development, behaviour and welfare are good

Staff provide a caring environment for children and build supportive partnerships with parents. Attentive staff understand that some children need reassurance as they are settling in. They spend time with children to slowly build their confidence so that they enjoy their time and make friends. This successfully supports their emotional well-being. Children are learning to become independent. For example, they pour their own drinks at snack time and select the additional resources they need to enhance their play. Children enjoy healthy snacks and drinks. They play outside each day and staff provide a range of equipment inside and out for children to develop different physical skills. These measures help to support children's health and well-being.

Outcomes for children are good

Children are making good progress, given their starting points. Staff promote children's learning in all areas, working well as a team to support all children.

Setting details

Unique reference number	128465
Local authority	Redbridge
Inspection number	840734
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	34
Number of children on roll	34
Name of provider	Maureen Cassidy
Date of previous inspection	24 November 2011
Telephone number	07703933009

Goodmayes Kindergarten registered in 1999 and is one of two provisions owned by a private individual. It operates from Goodmayes Methodist Church Hall in Goodmayes, in the London Borough of Redbridge. The setting opens for morning sessions Monday to Friday from 9am to 12 noon, term time only. The setting employs eight members of staff, including the manager, all of whom hold appropriate early years qualifications. The setting provides funded early education for children aged two, three and four years.

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