

# Morning Glory Pre-School

Cann Hall Methodist Church, 296 Cann Hall Road, LONDON E11 3NN



<b>Inspection date</b>	14 February 2019
Previous inspection date	29 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The newly recruited manager is ambitious and has introduced a number of useful improvements since her arrival. She has successfully developed a positive environment where leaders and staff collaborate and work well with each other.
- Parents praise the welcoming environment, the dedicated personal care and the good feedback staff provide about their child's learning and development. They are also impressed with the progress their children make, including children with special educational needs and/or disabilities.
- Children are happy and form secure emotional attachments with their key person and other members of staff. They are developing key skills of respect and kindness.
- Self-evaluation is effective. Leaders have an accurate understanding of what they need to do to improve. They value the views of staff, children and parents and are committed to the ongoing development of the quality of the provision.
- Staff engage enthusiastically in play with children, who enjoy their time in the spacious, well-resourced setting. Some routines do not always consider the individual needs of all the children.
- Leaders do not always have robust systems in place that offer general information for parents and carers.

## What the setting needs to do to improve further

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

- continue to review routine times of the day, including mealtimes and outdoor play, so that all children are able to fully take part
- further develop and review current procedures of providing general information for parents, to help them be regularly updated.

### Inspection activities

- The inspector looked at children's records and observation, assessment and planning documents.
- The inspector spoke to parents to seek their views about the pre-school.
- The inspector completed a joint observation of an activity with the manager and held discussions about children's learning.
- The inspector looked at a range of documentation, including the setting's safeguarding policy and evidence of the suitability of adults working in the pre-school.
- The inspector held discussions with the staff and observed their interactions with children, indoors and outdoors, during the inspection.

### Inspector

Rubina Nijabat

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of their responsibility to keep children safe and who to contact if they have any concerns about children's welfare. Thorough risk assessments are carried out daily to help keep children safe. Recruitment and vetting procedures are robust to ensure that staff are suitable to work with children. Leaders arrange regular supervision and monitoring meetings for staff so everyone has sufficient support and training to fulfil their roles. For instance, staff attend training to understand how to develop children's holistic play and their communication and language skills. This has a positive impact on outcomes for children. Staff work with a range of professionals, for example the local specialist adviser, to provide individually planned programmes of support for children with special educational needs and/or disabilities.

### Quality of teaching, learning and assessment is good

Staff are experienced and dedicated. They consider children's interests and backgrounds well, and provide appropriate support for them. Staff expertly model what they want children to learn and step back in a timely way. This enables children to fully engage and develop good concentration. For example, children develop good mathematical skills as they count and order numbers when building a wooden tower. Staff purposefully engage in children's play and develop their natural curiosity and interests very well. For instance, during a story session about the weather, children learn new words and use magnifying glasses to look closely at the book. They discuss what they will wear and laugh with delight as staff fuel their interest in reading and imaginative play. Children's learning and development are monitored well by their key persons, who work in close partnership with parents and other professionals to close gaps in learning and support individual children's needs.

### Personal development, behaviour and welfare are good

Staff are kind and caring, and children play happily with them. There is a successful settling-in procedure where staff offer home visits and gain lots of information about children's routines and interests. This helps children to quickly develop a sense of belonging and builds on their confidence and emotional well-being. Children play for extended periods of time, learn new skills and are encouraged to make independent choices from a range of sensory resources, such as soil, jelly water and sensory equipment. Staff promote children's independence and hygiene skills effectively. Children learn to manage their self-care needs independently, such as washing their hands at appropriate times, and enjoy opportunities to take exercise and play outside in the fresh air.

### Outcomes for children are good

All children make good progress from their starting points, including children with additional funding. Children show a keen interest in books, singing songs and rhymes. Older children enjoy acting out characters in stories and anticipate what happens next, while younger children move around with confidence and express their needs well. Children are well equipped with the skills they need in readiness to move on to school.

## Setting details

<b>Unique reference number</b>	EY450601
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10075232
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Oyinka-Antwi, Elizabeth
<b>Registered person unique reference number</b>	RP514173
<b>Date of previous inspection</b>	29 April 2016
<b>Telephone number</b>	07782 644664

Morning Glory Pre-School registered in 2012. It operates from Cann Hall Methodist Church in Leytonstone, in the London Borough of Waltham Forest. The pre-school operates Monday to Friday from 8.30am to 2pm, during term time only. The provider receives funding to offer free early education for children aged two, three and four years. There are four members of staff, all of whom hold appropriate childcare qualifications at levels 3 and 6.

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