

# Earls Hall Pre-School

Inspection report for early years provision

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<b>Inspector</b>	Suzanne Joyce Stedman

<b>Setting address</b>	120 Holeythick Lane, Westcliff-on-Sea, Essex, SS0 0RJ
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Earls Hall Pre-School is a church based pre-school having strong links with the Church. It opened in 1969 and operates from three rooms within the spacious building of Earls Hall Baptist Church in Westcliff-on-Sea, Essex. It has a small outside area. The pre-school is open each weekday from 9.15am until 11.45am during term time only.

There are currently 39 children from two to under five years on roll, of these, 36 receive funding for early education. Children come from the local catchment area. The pre-school currently supports a number of children with special educational needs. The setting can support children who speak English as an additional language.

The pre-school employs seven members of staff. Of these, all hold appropriate early years qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

This pre school has developed an outstanding understanding of the individual needs of the children in their care this enables them to support their learning and development exceptionally well. Children's safety and security is given a high priority inside and outside the premises with locks on all gates and entrance doors ensuring no-one can leave or enter the premises unsupervised and all visitors sign in and out in the visitors' book. This ensures that learning opportunities take place in a very safe, well risk-assessed environment. First rate partnerships with parents and carers ensure that the needs of each child are admirably met. This supports children to make tremendous progress within the Early Years Foundation Stage. Systems for self-evaluation fully ensure that priorities for development are identified.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- developing further similarities and differences

## **The effectiveness of leadership and management of the early years provision**

The church and pre-school staff are particularly enthusiastic in developing the facility's exceptionally high standard of learning. The pre-school has excellent policies and procedures which strongly support their practices. These are all shared with parents and carers to ensure they are well informed. Staff are tremendously

committed to working in partnership with parents and carers as they understand the importance and benefits of partnership working. Parents are invited to open day and coffee morning and contribute to the children's learning journeys giving them hands on opportunity to contribute to their children's learning. The pre-school also arrange family outing to the Pier and March Farm to promote good relationships with parents and carers.

The very competent friendly staff are available at each session to give verbal feedback; in addition, parents can view their children's assessment records. Excellent strategies are in place to encourage parental involvement to support their children's learning at home and at the initial assessment process. There are parental questionnaires which parents are asked to complete.

Robust procedures are in place for recruitment, induction, appraisals and training. The commitment of staff to attend training ensures that children are cared for by an exceptionally experienced staff team, who strive for excellence. An extremely good, informative safeguarding policy is understood by all staff members and ensures the children's well-being is not compromised. Ongoing training with regard to safeguarding ensures staff are fully up-to-date with recent legislation. Excellent security such as staff monitoring exists, a visitors' book and visitors' induction ensure children's safety is paramount. Excellent risk assessments are regularly completed to ensure the environment and activities both indoors and outdoors remain safe for children. Children are secure within their environment and are learning about keeping themselves safe. For example, children are aware only to run in the large hall and not to ride bikes over the line to ensure safety for other children using the hall. This helps reinforce their understanding of staying safe.

Continual evaluation of the provision enables the staff to identify areas for improvement and detailed self-evaluation and action plans are in place. Emphasis and consideration is given to the views of the children, parents and staff to ensure an outstanding quality service is provided. Children and staff review activities to improve or expand on existing good practices and activities are adapted to meet the unique child's needs and help them reach their full potential. This demonstrates the staff's commitment to evaluation and a child-centred approach.

## **The quality and standards of the early years provision and outcomes for children**

Children are able to play and learn in a child-friendly environment both inside and outside. Staff are very intuitive of the children attending and have an exceptional understanding of child development and how children learn. Children are provided with an outstanding range of play and learning opportunities as staff use their knowledge to support the children's interests. Children enjoy activities inside such as, singing and dancing along to a member of staff playing the guitar with songs such as the rainbow song, imagination as they play with the dressing up clothes and watch with interest as the tadpoles grow first their front and then their back legs. Outside they enjoy an excellent selection of activities such as, growing beans, tomatoes, pansies and polyanthus and making a scarecrow to protect the plants.

Children work extremely well in small group at the play dough table making 'cakes' which they put into the play cooker, select numicon matching numbers, colours and shapes. They watch with wonder as large sheets of ice in the cold weather slowly melt. Children are respectful of the toys and equipment and help to tidy away by sweeping up the sand. As a result, children are happy and enthusiastic to learn.

Staff are exceptionally committed to provide a fun, happy learning environment for the children. They are attentive, respectful and listen to the children which promotes children's confidence and self-esteem. The excellent processes in place ensure assessment, observation and planning for the next steps is appropriate. Very good strategies are in place to involve parents with and support their children's learning. Parents are provided with a prospectus, notice board and regular newsletters informing them of the activities and term's themes.

Children play in a bright, stimulating and very child-orientated environment. All areas of the setting are inviting and child-friendly. Excellent opportunities are available to the children outdoors as they use binoculars and magnifying glasses to look at snails and other insects. Excellent opportunities are available to the children to explore within the outdoor environment and cover all six areas of learning.

Children's health and welfare is very well promoted. They are able to pour their own drinks and help to prepare fruit for snack time such as pears and apples talking about the core and pips. Children are encouraged to make healthy choices about what they eat and drink. They sit in small groups at the snack table with a member of staff which also provides an excellent time for socialising and general conversation.

All equipment and resources are of good quality and well maintained. Children are greeted by smiling staff and happily come into the setting and engage in an activity. The holistic atmosphere throughout the sessions is calm and welcoming. Children are able to learn about and celebrate different cultures and traditions and are currently following the world cup talking about the different football matches and what countries are playing. However there are limited resources and activities relating to similarities and differences. They have excellent opportunities of understanding the world around them as they have visits from the fire and police personnel. All staff are dedicated and are consistently polite and respectful towards the children. As a result, children's behaviour is excellent.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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