

# Billericay Methodist Pre School

Inspection report for early years provision

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| <b>Unique reference number</b> | 650031                                    |
| <b>Inspection date</b>         | 01/03/2011                                |
| <b>Inspector</b>               | Lisa Paisley                              |
| <b>Setting address</b>         | Western Road, Billericay, Essex, CM12 9DT |
| <b>Telephone number</b>        | 01277 624533                              |
| <b>Email</b>                   |   |
| <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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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## Description of the setting

Billericay Methodist pre-school opened in 1960. The setting operates from two rooms within a local church. It is situated within walking distance of schools and shops in Billericay, Essex. All children share access to a secure outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 9.15am to 12.15pm Monday to Friday.

There are currently 40 children aged from two to four years on roll. Children aged three and four years old receive funding for early education. The pre-school serves the local community and wider areas. The setting supports a small number of children who have special educational needs and English as an additional language.

This provision is registered by Ofsted on the Early Years Register.

The pre-school employs 11 staff, of whom 10 of the staff, including the managers, hold appropriate early years qualifications. One staff member is currently working towards a recognised early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress as staff have an effective understanding of the Early Years Foundation Stage and the developmental needs of young children. A fully inclusive child centred environment is promoted, ensuring all children are valued and that they all make a positive contribution. Partnership work with parents and others is good as successful relationships have been established in meeting children's needs. Self-evaluation systems have been developed, however, further review is required to ensure progression is effectively tracked.

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

To further improve the early years provision the registered person should:

- review planning and assessment arrangements, ensuring that next steps clearly inform future activity plans
- develop self-evaluation to ensure progression is effectively tracked.

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

The required documentation including policies and procedures are in place and all records are comprehensive and maintained to a good standard for the safe management of the pre-school. Robust vetting procedures including criminal record and health checks are in place to ensure all adults working with children are suitable to do so. Staff have a good understanding of their role in safeguarding children. The written safeguarding policy is in place and includes a procedure to follow in the event of an allegation being made against a staff member. The designated safeguarding officer attends regular training and they ensure all staff are kept up to date with safeguarding information. Risk assessments for indoors, the garden area and for trips out are comprehensive and are effectively implemented by the staff. There are clear procedures in place for the arrival and departure of children to and from the setting. Fire evacuation procedures are good, as children and staff practise regular fire drills. Fire notices are displayed within the provision and all fire equipment including fire exits are maintained to a good standard to further safeguarding children. Good systems are in place for the checking and maintenance of equipment and resources, further minimising risks to children.

The organisation of daily routines including staff deployment fully supports children's play and learning experiences and promotes a positive child-centred environment. There is a good selection of resources and equipment across the six areas of learning and they are effectively organised, encouraging children's independence and choice and promoting an inclusive environment. Teamwork is good as managers work well with both the staff team and the committee, ensuring that all those involved are committed to improving the overall effectiveness of the provision. The managers have effectively supported staff through management changes and implementing the Early Years Foundation Stage, as result good quality play and learning experiences have been consistent. Effective communication, team meetings and regular appraisals ensure that all staff have a clear understanding of their role and responsibilities. Some staff have additional responsibilities, such as, Inclusion Officer, Special Educational Needs Co-ordinator and Safeguarding Officer and they are effective and experienced in their roles. There is a positive emphasis on continued professional development, for example, management training and extending existing professional qualifications. Since the last inspection, the provision has addressed previous recommendations, developed a training matrix and the learning wheel. Future plans include the refurbishment of the outdoor play area. Self-evaluation has been developed, however, further development is required to ensure progression is effectively tracked.

Partnership work with both parents and other agencies is good. Staff have successfully established good relationships with parents as they endeavour to listen and work with families to support them in meeting children's individual needs. The admission procedure enables new children to settle into the pre-school effectively, this ensures a good range of information is exchanged before children start. The pre-school website, notices, newsletters and ongoing verbal discussions ensure that communication is clear and consistent. Parent's verbal complimentary

comments include the caring family atmosphere that is provided, children having a good range of activities and staff being approachable and transparent in their practice. Good systems are in place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

Planning, observation and assessment arrangements have been implemented within the pre-school as staff have worked hard in developing the learning and development requirements of the Early Years Foundation Stage. Staff undertake regular observations of the children and this information informs children's individual profiles. However, identified next steps do not always clearly inform future activity plans ensuring that the early years curriculum is closely tailored towards children's interests. Children's individual profiles provide a rich textual narrative of children's developmental progress and are linked to the 'Development Matters' framework. Overall, children are making good progress towards the early learning goals given their capabilities and starting points. There is a good range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned activities including China, Australia, Christmas and St David's Day.

Children are happy and confident in the pre-school as they arrive and settle quickly into activities. A good selection of activities and play experiences across the six areas of learning are effectively provided, as a result, children are self-motivated, curious and inquisitive. Staff are purposeful and considerate in their interactions with the children, as they always attend to children's needs and promote shared learning. Children are confident talkers as they use a range of vocabulary to express their thoughts, feelings and recent experiences, for example, the dream catcher. The book corner provides an ideal area for children to share books and stories and they particularly enjoyed a traditional story. Pre-planned science activities including static electricity, fireworks and predications of floating and sinking objects successfully engage children's interests and extend their learning. Children's imaginations and self-expressions are effectively supported through the good range of creative activities, such as, sand, water and gulp. There are extensive opportunities for role play, such as, small world play figures and the home corner, some children particularly enjoyed the animal suits, that offer both comfort and enjoyment.

Children's behaviour is good as staff successfully create an environment that values positive behaviour. They form close friendships with their peers and they are co-operative with their friends as they share and take turns in their play. Positive contribution is promoted as staff effectively praise and encourage children throughout the day and older children and staff are positive role models. Children enjoy exploring a range of creative activities both indoors and outside in the garden and they work hard at completing self-chosen tasks. Children are confident in their physical skills as they use the climbing frame safely and ride tricycles and

scooters with ease. They actively enjoyed the traffic light game where children had to stop, get ready and go and they moved around with ease and confidence. Children have regular opportunities to play in the outdoor area, they enjoyed collecting leaves and looking for worms. Regular walks to the local high street encourage children learn about their local community and observe key features, such as, the church, post boxes, traffic lights and litter bins.

Children's health and safety is good, as staff ensure that children know about their own personal hygiene and how to be safe within the environment. Being healthy and staying safe is promoted through topic work and planned activities as well as daily routines. Children are reminded to wash their hands and wipe their noses when needed. Nappy changing procedures and the regular disinfecting of surfaces further minimises cross-infection. Children who are unwell or require medication are effectively supported by the staff as they have a good understanding of procedures to follow. Snacks are healthy and nutritious and children have access to fresh drinking water to ensure that they remain hydrated at all times. Good systems are in place to support children with dietary needs. This includes obtaining all the information and devising and implementing care plans. Overall, their health and well-being is effectively promoted.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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