

# Wesley Preschool (Benfleet)

Inspection report for early years provision

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<b>Inspector</b>	Clair Stockings
<b>Setting address</b>	Hall Farm Road, Benfleet, Essex, SS7 5WS
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<b>Type of setting</b>	Childcare - Non-Domestic

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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**

Wesley Preschool (Benfleet) was registered in 1997. It operates from a church hall in Benfleet. A maximum of 40 children in the early years age group, of whom none may be under two years, may attend at any one time. The preschool is registered on the Early Years Register and is funded to provide free early education to children aged three- and four-years-old.

The preschool is open each weekday from 9.10am to 12.10pm during term time. Currently there are 35 children on roll. The preschool supports children with special educational needs and/or disabilities and those who speak English as an additional language. A total of nine staff work with the children, of whom six hold relevant early years qualifications.

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

Overall the quality of the provision is good.

The manager and staff team support children's learning well and children are making good progress in their development. Overall, the individual needs of the children are met by the high-quality provision offered and the positive working relationships with parents. Some effective partnerships with other agencies are established. The staff team work together well and with enthusiasm in the suitable and inclusive environment. They have the capacity to evaluate their practice and work towards continuous improvement for the benefit of all children.

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

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

- analyse observations and assessment of individual children's achievements and identified next steps further to inform future planning
- develop effective communications between settings to ensure children's needs are met and there is continuity in their learning.

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

Children are safeguarded and well protected in the preschool as staff demonstrate a good understanding of procedures to protect children in their care. Recruitment and vetting procedures are sound in order to check that staff are suitable to work with young children. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the preschool. The environment is well organised with resources accessible to children. It allows children to move safely around the preschool, to play in areas of their choice and to make independent choices.

Partnerships with parents and carers are good. Parents speak warmly of the staff and feel well informed of their child's progress. The preschool is committed to involving parents in children's learning and development, for example, through newsletters, questionnaires and parents' evenings. Freely shared information means that both parents and staff are kept well informed about the children's achievements, well-being and development. Some effective relationships with other professionals and external agencies involved with the children are established and contribute to supporting children's welfare and learning. However, links with other early years providers attended by the children are not fully established to support continuity of learning.

Staff promote children's understanding of similarities and differences through a broad range of activities, such as festival celebrations. In addition, children have access to a good selection of multicultural play resources that reflects positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The manager demonstrates an effective commitment to driving and implementing improvement in order to enhance the outcomes for children. The self-evaluation process reflects accurate monitoring of what the setting does well and what needs to be improved. The recommendations from the last inspection, for example, in respect of the development of planning have been successfully addressed. This helps to promote learning outcomes for children.

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

Children's learning and development are promoted well. They are well settled and enjoy taking part in a varied range of worthwhile and stimulating activities both indoors and outdoors. Children are supported well by staff who readily involve themselves in the children's chosen play activities. Relationships are good. As a result, children are enthusiastic in their approach to learning and confidently express their ideas. Staff are generally knowledgeable about the Early Years Foundation Stage and use this effectively to support children in their learning. Staff make competent use of observations to identify individual children's next steps in all required areas of learning. However, these observations are not currently effectively used to inform the planning of activities to further enhance all children's learning experiences.

Children develop their spoken language well as, supported by staff, they enthusiastically sing familiar songs and rhymes, hold conversations and answer challenging questions. They develop an effective understanding of written language through the successful use of books, labels and signs. They have good opportunities to develop their creative skills using paints, construction toys and role play, which staff support with appropriate interactions. Children have good access to information and communication technology to support their learning. This contributes effectively in helping them to develop good skills for their future lives. Children develop their problem solving skills and language through practical activities with effective support from staff. For example, when playing at the construction table, children use these skills to plan and build a tower. Staff extend

the learning by showing a keen interest and asking appropriate questions.

Staff help children develop a good understanding of healthy lifestyles. Children benefit from regular fresh air and exercise during outdoor play. A healthy and nutritious snack which includes fruit and vegetables is provided at snack time. Staff organise snack time to provide an opportunity for children to develop good independence skills by helping to serve the snack and pour their own drinks. Children have access to fresh drinking water and help themselves when they are thirsty, this demonstrates they are developing understanding of their personal needs. They are also developing good understanding of the importance of personal hygiene as they are taught to wash their hands before eating and after using the toilet.

Children's emotional well-being is nurtured by the warm and purposeful interaction of the staff. They take a consistent approach, so that children develop good knowledge of what is expected and behave well. Children play cooperatively, taking turns and demonstrating respect for each other. They contribute to the welfare of others as they help to tidy away at the end of the session. Children learn about safety through regular fire evacuation practices. Exciting visits to the preschool by the police and fire brigade reinforces children's understanding of important issues, such as road safety. In addition, children use a wide range of resources, such as scissors and knives safely and responsibly, supported well by attentive staff.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<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

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

<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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