

Thundersley Methodist Preschool

Kennington Avenue, Benfleet, Essex, SS7 4BS

Inspection date

05/07/2013

Previous inspection date

06/10/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff form an experienced and consistent team who have a sound understanding of how young children learn and develop and show satisfaction in seeing them make progress and grow in confidence.
- Children are safeguarded well due to the knowledge and vigilance of staff, and children's behaviour shows they feel safe and secure within the setting.
- Children are provided with ways of preserving memories of special events, as they are encouraged to build on their own experiences of activities such as, family holidays.
- Partnerships with parents are sound. This means that children receive the support they need and contributes to making sure their individual needs are met.

It is not yet good because

- Children are not provided with sufficient opportunities to practise effective hygiene routines, such as hand washing.
- Practitioners assess children's learning but it is not consistently rigorous. This results in learning experiences that are not fully matched to children's needs and do not always have sufficient challenge.
- The organisation of the setting does not provide children with a wide range of opportunities to support their ability to self-select as some materials are not easily accessible at child height, to ensure everybody can make choices.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector took a tour of the premises led by the manager.
- The inspector observed the activities in the main hall.
- The inspector held meetings with the manager of the provision.
The inspector looked at children's learning journals, planning documentation,
- evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents on the day of the inspection.

Inspector

Tina Mason

Full Report

Information about the setting

Thundersley Methodist Preschool is run by a committee. It opened in 1972. It operates from Thundersley Methodist Church in Benfleet, Essex. The pre-school is accessible to all, including wheelchair users and there is a secure outdoor area available for outdoor play.

The pre-school opens three days a week during term-time. It opens on Mondays and Wednesdays from 9.15am until 11.45am and 12.15pm until 2.45pm with a lunch club from 11.45am until 12.15pm and on Fridays from 9.15am until 11.45am. Children attend for a variety of sessions. The pre-school is registered on the Early Years Register. There are currently 30 children on roll aged from two to five years. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language.

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

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure consistent arrangements are in place to maintain the good health of children, with particular regard to hand washing
- use observations of children's learning more effectively to clearly identify how to their individual next steps in learning will be supported, so that they make good progress

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

- provide children with more opportunities to access a range of resources independently so that they can make independent choices and direct their own play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They observe, assess and plan for each child's progress in their development. Individual learning journals and developmental summaries record children's individual progress. Each learning journey contains observations, photographs, drawings and artwork completed by the children. This information helps the key workers to plan for each child's next steps in learning. However, the key worker evaluates children's progress just once every term which does not entirely support each child to their fullest potential. Staff supervise the children well and show an interest in what they do and say. They engage in a child centred approach and facilitate the learning and development of all children through play. They spend time playing with children and encourage them to explore and show their interest as children discover new things. For example, staff join in with children making a bus whilst playing with the large construction shapes, she encouraged them to think about what they could use to make a steering wheel for the bus. Therefore staff help children as needed but are careful not to over-direct children's play or ideas.

Children enjoy their play and learning time at the pre-school because they are welcomed by caring staff. Staff gather relevant information from the parents about their children's likes and capabilities, which helps to ensure they can meet children's individual needs and quickly help them to settle into the pre-school. Furthermore, the information, along with the key person's initial assessments, forms the children's starting points. The pre-school has adequate procedures in place to complete the progress check at age two and share the findings with parents. Parents have regular opportunities to review their children's progress, at drop off and collection times.

Children are, developing generally well in the pre-school and gaining useful skills for their eventual move to school. Staff foster children's communication and language skills suitably. Children enjoy sitting in the attractive cosy book area. Here, they sit with their friends and look at books independently, turning the pages carefully and discussing the pictures and understanding that print carries meaning. Children sing pre-school rhymes and have great fun with action rhymes. These activities, along with learning to recognise their names as they self-register each day and opportunities to write their names daily, help children to develop their literacy skills appropriately. Children are encouraged to build on their own experiences and learn about the world around them. For example, children who have returned to pre-school after a family holiday enjoy telling the staff team and their peers all about their adventures. Staff recognise this interest the children have and provide them with resources to find out more information on where they have been. For example, children look at maps of the parts of the country they have visited and use the pre-school computer to carry out more research. The children are then encouraged to secure their learning by drawing pictures and maps of where they have been what they have discovered.

Children enjoy role play that involves using the home corner area and resources. There is excitement and interest here, and this encourages children to use their imagination well. For example, children pretend to make cups of tea and go 'shopping'. To further children's learning in expressive arts and design, they have many opportunities to show their creativity, imagination and develop their senses. For example, they work together in making a bus from large construction shapes and large empty soap boxes. Children have

opportunities to learn about mathematical skills in planned activities, such as sorting objects by size. Children sing popular number songs to help them learn about increasing and decreasing numbers. They learn about weight, capacity and the science involved when a solid turns into a liquid form when heated when making chocolate coated cereal cakes. Children handle a variety of tools to enhance their learning, such as, paint brushes, scissors and large spoons when baking. They demonstrate their skills of climbing, riding sit-and-ride toys and scooters as they negotiate each other and obstacles outside. To further this area of learning, staff encourage children to throw and catch balls and roll hoops. To develop their understanding of the world the children celebrate different festivals from around the world and have regular visits from people in the community, where they visit the lolly pop lady, local librarian, police and fire brigade. This also helps them to learn about the wider community.

The contribution of the early years provision to the well-being of children

Children settle quickly and confidently in the setting. Key persons spend time with parents and carers to learn about the needs of each child and their home care routines. Staff routinely encourage children to share, take turns and play cooperatively. Consequently, children establish friendships and play and learn harmoniously. Relationships are sound and staff are sensitive in their management of children and their behaviour. Children are consistently motivated by the learning opportunities provided and show suitable levels of self-control. Staff provide opportunities to promote children's independence, as they prepare their own snacks and tidy away toys and resources. Appropriate procedures are in place to ensure children are supported and all relevant information is shared with the key persons and parents when children move up to school, which supports children during times of change. The educational programme and resources provided enable children to access a suitable range of pre-planned activities and experiences across the seven areas of learning. However, the organisation and daily set up of the learning environment does not provide children with sufficient opportunities to independently make choices in their play and therefore lead their own play.

Opportunities for children to learn about healthy lifestyles is sound. Children demonstrate a positive approach towards eating healthily and confidently choose from a variety of wholesome and nutritious options during snack times. However, children are unable to consistently follow good practices with regards to hand washing as they do not always use warm water and anti-bacterial soap to clean their hands, particularly before their snacks and meals. They benefit from ample fresh air and exercise and engage in a range of physical activity including parachute games, chasing games and football. Children are learning aspects of safety as they take part in fire drills and learn about the importance of evacuating the building quickly. The pre-school entrance is secure with a security entrance system in place. The premises, garden, outings and activities are risk assessed and regularly supplemented by daily checks. This means that children are free to move around and take risks in an environment with support from staff. There are systems in place to record consent and guidance from parents for staff to administer medication to children. When children have specific health needs, key persons work closely with parents to draw up care plans to meet children's needs. All staff have current paediatric first aid certificates

to ensure any minor accidents are treated appropriately. Children are encouraged to ask for help when needed and are confident they will receive a positive response from staff. They practise dressing up and putting on coats and shoes which help to promote children's independence as they make the transition from pre-school to school.

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

The staff team have a satisfactory understanding of their responsibilities in relation to meeting the safeguarding and welfare requirements, along with the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They work well together as a team, valuing each other's skills and abilities. The staff team are all focused on the needs of the children and their enthusiasm for caring for children is evident. Suitable safeguarding arrangements keep children safe with staff who understand their individual responsibilities to protect children. They have a secure knowledge of child protection issues due to regular training and are fully aware of what to do if they did have a concern. Robust recruitment and vetting procedures ensure staff are suitable to work with children. Staffing arrangements are organised to ensure children's safety is promoted and staff are vigilant and ensure the environment remains safe for children at all times. For example, children are closely supervised and the premises are secure so no unauthorised persons can gain access. Risk assessments and daily checks help ensure children are protected and any potential hazards identified and minimised immediately.

Induction systems ensure staff understand their roles and responsibilities, with appraisals and supervisions used as ways to closely monitor staff performance. Staff appraisals ensure consistency in children's care and learning and is used to identify any training needs or areas for staff development. The staff team seek the views of others, such as, parents and children and use quality improvement audits to evaluate practice. This information is then fed into the self-evaluation process and development plan, which are used to systematically identify the pre-schools strengths and areas for further development. Staff promote effective relationships with parents and are forthcoming in exchanging information. Displays, noticeboards, and newsletters are just some of the ways used to keep parents informed. Parents spoken to on the day of inspection say staff are friendly and approachable and are confident they know their children well. The pre-school works in partnership with others. For example, they liaise closely with the local authority and schools to support families in need of outreach services and networking meetings enable staff to meet with other staff and share good practice. Staff have good links with the main school and with other local schools. This helps to promote the full integration of care and learning and to support children's transition when moving on to school. Effective systems for working with parents and other agencies ensure children with special educational needs and/or disabilities are closely monitored and given adequate support to enable them to participate and achieve.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	650157
Local authority	Essex
Inspection number	819461
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	30
Name of provider	Thundersley Methodist Preschool Committee
Date of previous inspection	06/10/2008
Telephone number	01268 756649

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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