

# East Cliff Pre-School

East Cliff United Reform Church, Holdenhurst Road, Bournemouth, Dorset, BH8 8AW

## Inspection date

Previous inspection date

12/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff build very good relationships with parents and link closely with others involved in supporting children's care and learning needs.
- Staff support children's communication and language skills very well due to the effective use of a wide range of strategies and resources to get children talking.
- Staff are consistent in their approach to behaviour management, which helps children learn boundaries and expectations and develop positive relationships with others.
- Children are supervised well at all times and staff are proactive in monitoring safety within the preschool.
- All staff have a confident awareness of safeguarding procedures, helping to support children's ongoing welfare.

### It is not yet outstanding because

- Occasionally, staff do not offer children enough time to fully consider and think through their responses to questions, to enhance their learning.
- At times, children are not provided with the necessary tools to encourage them to persevere and keep trying during their activities.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the manager.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and reviewed the provider's self-evaluation form.
- The inspector took account of the views of parent's and carers spoken to on the day of the inspection and engaged in discussions with staff.

## Inspector

Samantha Powis

## Full report

### Information about the setting

East Cliff Pre-school registered in 2013. The group is privately owned and operates from the East Cliff United Reform Church in Bournemouth, Dorset. Children have use of the main hall and a small play room. There are two kitchen areas and accessible toilet and nappy changing facilities. The setting is designed on several different levels, with lift or ramp access to each of the levels. There is a garden for outdoor play. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 42 children on roll; all of these are in the early years age range. The pre-school is registered to receive government funding for free nursery education for children aged two, three and four years. They support children who have special educational needs and/or disabilities, and children who learn English as an additional language. The group operates weekdays during term time only from 9.15am to 1pm.

The two co-owners are also the joint managers of the group. They both hold level 3 qualifications in childcare. They employ seven members of staff, two of these hold level 5 qualifications in childcare, four hold level 3 qualifications and one is working towards a level 2 qualification.

### What the setting needs to do to improve further

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

- give children more time to think and consider their responses to questions and discussions to further enhance their learning
- review the availability of equipment and tools during all activities, to further encourage children to persevere and keep trying when challenges occur.

### Inspection judgements

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

Children are happy, confident and settle quickly in the welcoming pre-school. They are keen to learn, and excited by the wide range of activities available both indoors and out. Staff are actively involved as children play, using their discussions to increase children's vocabulary and confidence in communication. Staff make excellent use of sign language, picture cards, visual timetables and actions. This enables all children, including those who learn English as an additional language, to understand and communicate their needs. Although most staff make good use of open-ended questions, at times, they do not allow children the time they need to respond before stepping in with an answer. This means

that occasionally, children are not fully encouraged to think deeply and consider their answers before responding. Staff regularly make observations, which help them to accurately assess children's development. They carefully monitor the progress children are making in all areas of learning and identify their next steps. This information, along with information gathered about children's interests and preferences, helps staff to plan activities that capture children's interests and prepare them for the next stage in their learning. This means that all children make good progress based on their individual starting points. Staff have implemented the two-year-old progress checks and share details with parents. Parents are fully involved in children's learning. They enjoy daily discussions with staff and have more formal opportunities to review their own child's learning journey folder with the key person. Parents are encouraged to contribute towards planning for children's development by recording 'wow' statements of the progress children have made at home. Parents receive details of children's next steps. Staff share ideas of how parents are able to help children to achieve these through simple activities and routines. Staff organise social events and workshops to provide parents with opportunities to gain new skills to help them to further support children's learning and care needs. For example, a 'lunch box club' provides parents with ideas as to the different types of nutritional foods they can add to their children's packed lunches, to help support children making healthy choices in their diet.

Children are busy active learners. They move around the playrooms excitedly, experimenting with the many different learning opportunities on offer. Most resources are stored in low level shelving or drawer units, enabling children to make choices and select their own equipment and materials. For example, children using the creative area use paint, glue, pasta, string and ribbons to create their very own piece of art work. They proudly show it to a member of staff, who shows they value the child's creations through their praise and interest. Staff act as good role models to support children's play. They take on imaginary roles in the role play hospital, sensitively caring for the dolls, taking their temperatures and putting on bandages. At these times, staff introduce children to new words and vocabulary, supporting them in extending their language skills. Children mimic the behaviour of staff, engaging in their own imaginary play. Children enjoy books and benefit from many places within the pre-school and outdoors where they can sit comfortably and look at a book by themselves or with a friend. Staff create cosy dens with cushions, soft toys and sparkly lighting. These encourage children to relax and chat to their friends, increasing their confidence in speaking and listening. Children are learning to concentrate as they participate in story time. Good use of props to support the story helps to maintain children's interest. At times, the tools provided during activities are not appropriate to support children in persevering. For example, although children are provided with safety knives to cut up their own carrot at snack time, the carrots are too thick for the children's knives to go through. Consequently, some children lose interest before they have achieved the task. Children are keen to explore and experiment with a wide range of materials. Children add paint from a squirty bottle into a tray of shaving foam, showing excitement at the patterns they make. Children dig and use their magnifying glasses to look for worm and spiders in the mud kitchen. A member of staff talks to the children about the crocus bulbs they have planted and how these are starting to grow, teaching children about growth and lifecycles. Staff provide many opportunities, both indoors and out, for children to experiment with pens, chalks and writing tools to encourage early writing skills. This helps children to prepare for their next stage of

learning at school.

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

Children are happy, feel secure and develop strong bonds with their key person and the friendly familiar staff team. Staff provide new children with reassurance and lots of cuddles to help them to settle, and be able to separate from parents with increasing confidence. Children become increasingly independent in their personal care needs. For example, they independently use the portable hand wash station before having their snack, understanding that this is a positive routine to follow to promote their own health. Staff offer children clear and consistent boundaries with regards to behaviour, which helps children to understand and adhere to expectations. Good strategies such as use of a sand timer, visual traffic lights and 'now and next' picture boards, help children to learn to share and take turns and prepare for changes in routines. Staff use simple explanations to help children understand why their behaviour is inappropriate. For example, when children throw the toys, a member of staff gently explains how this may hurt them or their friends and shows them how to use the toy properly. This helps children to understand the reasons why their behaviour is not acceptable and learn to play well with each other and develop social skills. Displays and resources used throughout the pre-school reflect children's individual backgrounds, cultures and languages. This helps children to develop a sense of belonging. The welcome song incorporates the word 'hello' in all of the children's various home languages, making them all feel included and valued. Parents frequently share their own knowledge or skills with children, such as singing songs or telling stories, helping children to develop a greater awareness and respect for their own community and the wider world.

Staff are vigilant about safety and complete regular risk assessments. This helps staff to monitor safety in the pre-school, and provide a safe environment for children to play freely. Procedures such as the 'close call' record book and monitoring of the accident reports help staff to identify potential risks and take prompt action to avoid accidents. Children help staff to complete simple risk assessments before using the outdoor areas. This helps children to become increasingly aware of safety in the environments where they play.

Staff work extremely hard each day to set-up a welcoming and exciting play environment in the community hall. They provide a wide range of toys, activities and resources, many of which children can access independently, enabling them to make choices. Children benefit from opportunities to engage in physical play activities both indoors and out. They balance on the beams and climb and slide on the climbing frame and learn to negotiate space as they carefully negotiate obstacles when using the scooters. This enables children to make good progress in their physical development.

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

The managers of the setting demonstrate a determined commitment to supporting the needs of each and every child and family. They provide strong leadership to the well qualified staff team. Staff benefit from regular meetings, training days and thorough induction, supervisions and appraisals. This means that all staff have a very good understanding of their individual roles and responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage for both learning and development and welfare. Regular reviews and updates to policies and procedures reflect changes in requirements and support practice. Staff discuss procedures at meetings, to ensure they are all consistent in their approach. This helps children to feel safe and secure. The managers are highly supportive and actively encourage staff to develop their own skills through attending training and workshops. This has a positive impact on children's learning and development.

Recruitment and vetting procedures are thorough to confirm the suitability of staff working with the children. Documents such as a record of visitors and details of any existing injuries help to support children's ongoing safety. Safeguarding procedures are clear and well known to all staff and parents. All staff attend training and fully understand their individual responsibilities with regards to any child protection concerns. This means that staff are able to take prompt and immediate action to promote children's welfare.

The pre-school demonstrates a commitment to continuous improvement. The whole staff team constantly review and reflect on their practices. They seek the advice and support of other early years professionals to help them identify and address areas for improvement. Parents' comments are sought, valued and acted upon when considering ways in which the provision can be improved. Managers monitor the educational programmes and children's individual progress, to ensure all children are accessing a broad curriculum and making good progress based on their individual starting points.

The pre-school establishes strong and trusting relationships with parents. This means that staff have a very good understanding of children's individual needs to ensure these can be supported well. Parents state that they find all the staff very friendly and easy to talk to, and are very happy at how settled their children are at the pre-school. Parents receive good information about children's progress and development, meeting regularly with their child's key person to share their learning journey folders and discuss their next steps. Staff are always on hand at the beginning and end of each day to chat and reassure parents of children's well-being. Parents have a good understanding of the settings policies and procedures. An overview of these is available in several languages, to enable all parents to access the information they need. Newsletters and notice boards keep parents well informed about forthcoming activities and events, helping them to feel fully included. Events for parents help them to feel included and involved in the pre-school. Staff link with other settings children also attend to ensure that they share relevant information effectively. They also communicate with other professionals involved in children's care, attending meetings and providing feedback ensuring a 'joined up' approach.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY464007
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	931909
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	42
<b>Name of provider</b>	East Cliff Pre-School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07792690595

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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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