

The Hullbridge Preschool

Riverside Primary School, Ferry Road, HOCKLEY, SS5 6ND

Inspection date

Previous inspection date

25/02/2014

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 have a very good understanding of individual children's development, resulting in purposeful teaching interactions that supports all children to make good progress.
- Children are able to choose their activities for themselves and their play is extended by sensitive and skilled staff. Children are, therefore, developing and strengthening their concentration skills as they become engrossed in play of their choosing.
- The leadership team are committed to improving their practice and the new manager has highlighted further areas to strengthen practice in order to continue to provide good outcomes for children.
- All staff are knowledgeable about the safeguarding policy and regular training ensures that their knowledge is updated. Consequently, children are kept safe and protected from harm.
- Partnerships with parents are good and parents explain that effective communication with the pre-school keeps them informed about their children's learning.

It is not yet outstanding because

- Occasionally, staff do not use positive techniques to fully support children's understanding of acceptable behaviour.
- There is scope to increase opportunities to aid literacy development. For example, by providing name cards to support children's writing, and by providing opportunities for children to hear and say phonic letter sounds.

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 spent time observing children and the interactions between the staff and children.
- The inspector held discussions with the provider and manager, and spoke with the staff and children.
- The inspector examined a selection of records including safeguarding training and staff qualifications.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector took into account the views of parents through discussions and the views of children during their play.

Inspector

Suzanne Smith

Full report

Information about the setting

The Hullbridge Pre-school was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom within Riverside Primary School in Hullbridge, Essex. It is run and managed by a limited company. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Three hold appropriate early years qualifications at level 3 and there are three apprentices working towards level 3. The pre-school opens during school term-times. Sessions run on Monday, Wednesday and Friday from 9am to 12 noon with lunch club is available until 12.45pm, and then on Tuesday and Thursday from 9am to 3pm. There are currently 19 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve consistency in the implementation of positive strategies to manage behaviour so children are clear about what is expected of them and learn to cooperate with each other
- develop further the programme for children's literacy to promote their early reading skills, for example, by providing name cards to support them in writing their name, and by providing opportunities for them to hear and say the phonic sounds of letters.

Inspection judgements

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

Children become absorbed in play of their choosing in this well-equipped and vibrant pre-school. The staff demonstrate a very good knowledge of the needs of individual children. This is because detailed observations and assessments are conducted when children first begin and the progress check at age two is appropriately completed. This, along with a baseline assessment using information collected from the parents, accurately identifies children's development and highlights their next steps. Children's next steps are incorporated into the planning so that all staff understand individual children's learning. For example, a child that is being supported to take turns takes part in a planned activity

with other children. The member of staff is aware of the individual child's next steps and is able to support them in the next stage of their learning. The staff are sensitive in their teaching and support children as they become absorbed in their play, making play food to cook in their barbeque. Children's learning is extended as staff listen to children's play and promote learning that makes them think. For example, a child makes deep holes in playdough with their finger and is fascinated by the holes they have made. A member of staff watches the child's exploration, joins in sensitively with their play, and then counts the holes. The child is attentive, listens to the adult, and the child's mathematical awareness is promoted. Children that are identified as requiring speech and language support are fully supported. All staff are aware of individual children's educational plans and record details of their learning, which supports children to make progress. Consequently, all children are making good progress, which supports their readiness for school and the next stage in their learning.

Children are confident to explore their surroundings and the activities provide breadth of learning across the seven areas. There is a large outdoor area and children have the opportunity to develop their physical skills on a wide variety of equipment. When the large grassed outdoor area is not used because of the weather, there is another, hard surface outdoor space for children to use. Children become explorers as they play in the large sand tray and strengthen their muscles on ride-on equipment. Indoors, children select their activities and demonstrate a very good aptitude for technology and mathematics. They skilfully use a laptop to join consecutive numbers from one to 10. The children make friendships and the role play area provides a wide variety of open-ended imaginative experiences. There is a large sensory cube for the children to play inside and a very well-resourced home corner. There are many opportunities for children to develop their communication and language skills. For example, staff ask children what they would like to sing and children eagerly suggest songs, which they sing as part of a large group. During registration time children listen and reply to their name. They are developing literacy awareness as they find their name to place on their photograph. During activities to support their early writing skills, children take a great deal of time and care over their pictures and are encouraged to write their name on their work. However, they are not always given full support to do this correctly and do not always hear how to correctly sound out the phonic letters in their name.

There is a good two-way flow of information between the pre-school and parents. Parents complete a form detailing their children's development, which supports children's initial assessments when they first begin. There is ongoing feedback from home and a 'wow' board details children's achievements. Parents and staff contribute to this board and recognise achievements, such as, counting or staying dry through the night. This supports both parents and staff to understand children's current stage of learning. It also develops children's good self-esteem as achievements are shared and celebrated with them. The children's learning journals are regularly updated by the key person and are freely available for the parents to read. This ensures that parents are kept up-to-date about their children's learning and their next steps. Children also take home story books from the pre-school to share with their parents. This supports an enjoyment of books, develops literacy awareness, and promotes parent's engagement with their children's learning.

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

Children come into the pre-school happily and show belonging as they place their snack money into a money box. They then gather onto the carpet for registration demonstrating an understanding of the routine. Children are emotionally supported and when a child is reluctant to say goodbye to a parent the parent is encouraged to stay to settle the child. When the parent leaves the staff deal with the situation sensitively and provide reassurance to the child. It is not long before the child is happy and ready to begin their play. The settling-in process supports children's emotional well-being and parents visit with their children before starting. According to children's individual needs parents leave their children for short periods until their child is comfortable in new surroundings. This promotes children's well-being and their smooth transition into a new environment. Children are being well-prepared for school and the pre-school's location, within a primary school, promotes children's understanding of school life. In the term before they begin at primary school, children have snack in the nursery classroom. Teachers from the different schools visit the children at the pre-school. Activities also promote their confidence in preparation for the move on to school. For example, they practise changing into their gym clothes. Children are, therefore, emotionally very well-supported in their transition to school.

In the main, children play well together and there are strategies to support their cooperation. For example, a large sand timer is used to support children to understand how to wait their turn. However, occasionally, the staff do not use positive behaviour techniques to fully support children's understanding of good behaviour. Children are learning about differences and they enjoy putting on and wearing spectacles. This supports children to develop a respect for others as they develop an understanding that people are different from them. Children develop their independence as the supportive key person system encourages them to explore their surroundings and take part in the activities provided. They are encouraged to go to the toilet and wash their hands independently, according to their developmental stage. Children learn to manage risks and during outdoor play they climb onto the equipment learning how to manage their safety, supported by the staff. When there is a water spillage children are knowledgeable that it poses a danger and needs to be cleared away. Children's welfare is, therefore, supported during the pre-school's routines and by the attentive staff.

Children's independence is promoted and their engagement in activities supported as they decide when they are ready to stop their play for snack time. At the snack table they confidently express what they would like to eat. They are then encouraged to pour their own drinks and make their own sandwiches. Children display a good level of competence and when there is an accidental spillage of milk children demonstrate good cooperation as they help to mop up the milk. The staff are calm and, consequently, children show a good level of confidence in their abilities. Children learn about healthy eating as the snack is healthy and parents are provided with guidance on providing a healthy lunch. A vibrant display on the wall next to the snack table encourages discussion about fruit and vegetables and children enjoy naming the different items. Children learn further about healthy practices during a topic on 'healthy living'. Visits from people in the local community support their understanding further. These include a visit from the local dental

practice and from a parent who delivers enjoyable exercise sessions. Children are learning during first-hand experiences about how to keep healthy. During outdoor play, children have plenty of opportunity for exercise and fresh air, which contributes to their health and well-being. The areas are safe as comprehensive risk assessments and health and safety checks are regularly carried out.

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

The provider has a good understanding of her responsibilities towards creating a safe environment for children. Staff are recruited safely as there is a good knowledge of safe recruitment practices. For example, the employment history is analysed, relevant references are collected, a Disclosure and Barring Service check is obtained and the recent appointment of a new manager has been notified to Ofsted. Children's safety is further supported as there is a policy that is read and understood by the staff on safeguarding children. Staff attend regular child protection training and, consequently, they are fully aware of how to identify concerns. They also understand where to report this information in order to keep children safe. There is a mobile phone and camera policy and all staff adhere to this policy. This means that mobile phones are not used when children are present and there is a designated camera to take photographs of children. Children's safety is therefore, given the highest priority. In addition, paediatric first-aid certificates are held and a member of staff with a current first-aid certificate is on the premises at all times.

There is an effective programme of professional development and annual appraisals and regular supervision meetings identify training for ongoing development. Recent training attended includes food and hygiene, autism awareness, and supporting boys in their play. When training has been attended this is disseminated to the team. For example, a staff member recently attended training and highlighted an improvement that could be made to morning registration, which was then implemented. Ideas are listened to and good relationships exist between the staff and the leadership team that support and enable good outcomes for children. As a result of training, apprentices working towards their childcare qualifications, and a good level of staff qualifications, the teaching practices are good. The manager monitors the educational programme to ensure that challenging activities are provided across the seven areas of learning. Children's assessments are also monitored in order to highlight any children that may need further support or interventions. This ensures that all children make good progress in their learning.

The pre-school have an effective self-evaluation process that identifies areas for improvement. The new manager is also proactive at assessing and identifying further improvements, which include strengthening the observation and assessment process further. The self-evaluation process demonstrates the management's good understanding of how to enhance practice to support children's good progress. Parents are also involved in developing the pre-school's self-evaluation and are invited for their comments on how to improve the pre-school. Parents have asked for a lunch club, which has now been introduced. Parents are very positive in their praise of the pre-school and explain they are

pleased with the communication and feel fully involved in their children's learning. Children also show they are happy with the pre-school, confidently explaining that they enjoy 'painting and drawing'. For children that attend more than one setting, contact has been made by the pre-school with the other providers. This has resulted in other settings visiting the pre-school and links being made, ensuring that children have continuity of care. The pre-school works well with outside agencies and they are highly effective at supporting children who have additional needs.

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

Unique reference number	EY469576
Local authority	Essex
Inspection number	934846
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	19
Name of provider	The Hullbridge Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	07765567773

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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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