

St. Pauls Pre-School (Basildon) Ltd

St. Pauls Methodist Church, Ballards Walk, BASILDON, Essex, SS15 5HL

Inspection date	08/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	3 Not Applicable
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 requires improvement

- Staff establish warm relationships with children. As a result, children demonstrate that they feel safe and secure.
- Staff demonstrate a sound knowledge of safeguarding in order to protect the children in their care.
- Partnerships with parents are encouraged by the nursery and make a sound contribution to supporting children's well-being.

It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of all children attending the nursery.
- Systems for the effective monitoring and supervision of staff are not fully developed. As a result, managers do not fully support continued professional development by identifying the training and support needs of staff.
- Self-evaluation is not sufficiently robust to fully identify and prioritise areas for improvement.

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 indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector carried out a joint observation of a teaching activity with the deputy manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

Inspector

Jemma Hudson

Full report

Information about the setting

St. Pauls Pre-School (Basildon) Ltd was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a limited company. The pre-school operates from the main hall and one class room in St Paul's Methodist Church, Basildon in Essex. All children share access to a secure enclosed outdoor play area. The pre-school serves the local community and surrounding areas. There are currently 70 children on roll, all of whom are in the early years age group. The pre-school employs 10 staff, nine of whom hold appropriate early years qualifications. The pre-school opens Monday to Friday during school term times. Sessions are from 8.55am until 11.25am Tuesday and Thursday mornings, 8.55am until 11.55am Monday, Wednesday and Friday mornings and 12 noon until 3pm, on Monday, Wednesday, Thursday and Friday afternoons. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. It 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 that observation, assessment and planning for children is focused on their interests and next steps so that all children are effectively supported and challenged to make good progress given their age, abilities and starting points
- develop effective performance management systems to improve the monitoring and supervision of staff, providing opportunities for them to receive support, coaching and training to improve practice and shape their professional development.

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

- develop self-evaluation, in order to drive improvement for the monitoring of educational programmes and ensure all required aspects of learning are fully covered, to help children make progress.

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 use their knowledge to plan a satisfactory range of

experiences for children. They observe individual children's progress and record their development in their learning journals. However, they currently do not always use these effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. The key-person system supports effective links with parents and carers. Staff obtain information about children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

Children enjoy leading their own play and take part in activities which are guided by adults. For example, children maintain focus for sustained periods of time when they use paintbrushes and water to make marks on the paving stones outside. They smile as staff praise and acknowledge their efforts. They adeptly create shapes and swirls, so developing their early writing skills. Staff extend children's mathematical learning as they encourage younger children to talk about the shape and size of the marks they are making. Outdoors, staff encourage children to try new activities and to judge risks for themselves. Staff are on hand to monitor safety and provide guidance and encouragement when children use a range of wheeled toys outdoors. This promotes children's physical development and encourages them to get better at things through effort and practice.

Staff arrange toys and equipment so that children can make some independent choices, enabling them to follow their interests. For example, children enjoyed accessing the wide range of information and communication technology resources that were freely available. Children explore a range of developmentally appropriate resources and staff encourage social interaction as they talk to the children throughout the session. However, this is based on staff's care skills rather than on focused teaching and observations of children's achievements in the prime areas of learning.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery as staff take account of information about individual children's care needs obtained from parents. A key-person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. The pre-school is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Children have access to the outside throughout the session. This supports their ability to make choices and guide their own learning. A range of equipment to support all areas of learning is readily accessible for children to self-select which promotes their independence.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks and meals, which include fruit and vegetables and children's individual dietary requirements are met. All children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good, as the staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving outdoors. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The pre-school adheres to regulatory ratios to meet the needs of all children and ensure they are closely supervised to assure safety. Children are protected in the event of an accident because a number of staff have a current paediatric first-aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals. However these processes are not yet suitably developed to ensure the continuing professional development of all staff. In general, the manager has a sound understanding of the strengths and weaknesses of the educational programmes. However, she has not effectively identified areas for improvement. This has a negative impact upon the promotion of good outcomes for children.

Effective partnerships with parents are in place. As a result, parents speak positively of the care and learning their children receive. They are regularly informed about their child's learning through daily verbal feedback and newsletters. Relationships with other professionals and external agencies are established, so that children's needs are supported and help them to make progress. Staff promote sound links with other early years providers, which further aids children's progress and development. Information sharing is

effective and this eases children's move to other settings or on to school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY471652
Local authority	Essex
Inspection number	949998
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	70
Name of provider	St. Pauls pre-school (Basildon) Ltd
Date of previous inspection	not applicable
Telephone number	01268 542022 or 07534978711

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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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