

Sandpiper Pre-School

105 Kingfisher Close, Shoeburyness, SOUTHEND-ON-SEA, Essex, SS3 9YB

Inspection date

27/11/2014

Previous inspection date

14/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Teaching is good as staff plan and deliver stimulating activities that motivate children to learn, both indoors and outside.
- Staff use their observations of children effectively and they involve parents in opportunities for shared home learning. This helps all children to achieve a good level of progress.
- The effective key-person system, very positive partnerships with parents and strong settling-in arrangements ensure that children are happy and feel emotionally secure in the pre-school.
- Staff give high priority to safeguarding children and effectively support children's growing understanding of how to keep themselves safe and healthy.

It is not yet outstanding because

- On occasions, the larger group activities do not always maintain all the children's interest or keep them motivated to make better than good progress.
- Staff do not always store and display resources in ways that inspire children to extend their ideas, imagination and creativity.

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 observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, chair of the committee, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff and committee members, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from responses to questionnaires obtained by the pre-school.

Inspector

Patricia Champion

Full report

Information about the setting

Sandpiper Pre-School was registered in 1980 on the Early Years Register. It is located in a community centre in Shoeburyness, Essex and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. A volunteer also regularly works with the children. The pre-school is open Monday to Friday, during school term times. Sessions are from 9am to 12noon. Children attend for a variety of sessions. There are currently 15 children on roll who are in the early years age group. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen the organisation of the larger group activities to ensure that the environment consistently supports and extends the learning and development of the children and maintains their interest
- enhance children's access to resources to ensure that they can always choose and select items to extend their ideas, creativity and imagination.

Inspection judgements

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

Staff have a good understanding of how children learn through practical, play activities across all areas of learning. Children show high levels of curiosity and involvement in the activities because staff plan effectively around their individual interests and abilities. The educational programmes reflect varied and imaginative experiences that meet the needs of all children well. Every session, staff plan a successful blend of adult-led tasks and experiences that children choose for themselves. Consequently, teaching is effective and children make good progress towards the early learning goals. Staff observe and assess children's progress against each area of learning. This successfully helps them to identify if there are any gaps or delay in children's development. Parents contribute to their children's assessment and agree the next steps for their development, so that staff can plan effectively for their children's continued good progress. The progress check for children aged between the ages of two and three is successfully completed and shared with parents and other professionals, such as health visitors and speech therapists. Furthermore, staff show commitment to supporting parents to extend children's learning at home. They provide activity bags for children to take home; this encourages parents to

support their children's literacy skills. Consequently, parents and the pre-school work effectively together to ensure children make best progress.

Children have good opportunities to develop the skills they need for future learning and in readiness for starting school. Their understanding of mathematics is well developed, because staff ensure the environment is rich in mathematical language, shapes and numerals. Children learn to recognise letters and practise early writing skills, including writing their names on artwork. Staff make good use of praise and, consequently, children are encouraged to try and willingly have a go at new activities. All children play happily individually or when working in small groups and the majority of children listen carefully and participate enthusiastically in larger groups. However, sometimes these larger group activities do not hold the attention of all the children, and they become distracted due to their differing concentration levels. This means that there is room to review the organisation of the routines, so that all children are given optimum opportunities to reach their full potential.

Staff have good relationships with children, creating a calm and family atmosphere. Children are making good progress in the development of their communication and language skills. Staff use carefully formed, open-ended questions with children, to encourage them to use their thinking skills and give interesting answers. For example, when children are drawing or painting, staff ask 'tell me about your picture?' Staff praise children for their efforts and extend the conversations further by discussing colours and shapes. Children develop their knowledge and skills when they are involved in cooking activities. They learn to knead bread dough and find out what makes the dough rise. Children benefit from very exciting outdoor play activities that promote their learning successfully. For example, children help staff to prepare a ski slope by using shaving foam to create snow on the paths. They eagerly talk about the changing seasons and weather conditions and use equipment, such as sledges to transport themselves and their friends, up and down the slope. Children then develop their communication skills when recalling events, as they chat to staff and each other when they eat their snack in the outdoor alpine cafe.

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

Children are happy, active, and form warm and trusting relationships with staff. The key-person system is effective because staff provide a small and consistent team who know the children well. They work closely with parents to meet children's needs and care routines, and gather important information about medical and dietary requirements, from the outset. This supports children well in the move between their home and the pre-school. Supportive arrangements also exist between the pre-school and the local schools to support children's smooth transfer into full-time education. Information is shared with school teaching staff, when they visit the pre-school. Children make visits into school and activities are planned to emotionally prepare children for the changes ahead. This means that children get to know their reception teachers and staff help to reduce any anxieties that children may have.

Children's health is effectively promoted. Children learn about healthy eating because staff sit with them while they are eating nutritious snacks, and discuss why fruit and vegetables are good for them. Children take part in healthy practices that provide them with firm foundations for developing a healthy lifestyle. For example, they independently wash their hands prior to eating and have plenty of access to the outdoors where they exercise in the fresh air. Children eagerly put on waterproof clothing and boots, so they can play outside in all weathers. In addition, space is created in the playrooms for indoor physical play. Children learn about the need for stretching, and warming up their muscles, prior to taking part in exercises that promote a wide range of large movements. Children also use a variety of physical apparatus that helps to develop their coordination and balancing skills.

Children show positive attitudes and behave well. Staff are very good role models as they display calm, caring relationships with each other and visitors to the pre-school. As a result, children play harmoniously, and learn to respect and take care of each other. Staff help children to develop good independence, such as learning to change their clothes for outdoor play and pouring their own drinks. Staff also extend tasks for children, when they encourage them to take on the roles of special helpers. The pre-school is well equipped with a wide range of toys and resources, which cover all areas of learning. However, the opportunities for children to develop their independence skills are not fully maximised because sometimes corners of the playrooms are cluttered with play materials. This means that children cannot always easily access and select additional resources that extend their ideas, imagination and creativity. Staff encourage children to think about their own safety during their play. For example, they talk about the safety rules when they play with sand. They are also supported when they take risks, such as when they pull or push the sledge up and down the slope. Consequently, children build confidence in their own abilities, which boosts their self-esteem.

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

Management and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are clear about their responsibility to safeguard children's welfare and have a secure knowledge of the correct procedures to follow if they have a concern about the welfare of a child. Management implements secure vetting procedures to ensure all adults are suitable to work with children. Information about the background checks through the Disclosure and Barring Service for staff, volunteers and committee members is held on site, and is easily available for inspection. Staff are vigilant about children's security, and implement and make good use of daily checks, risk assessments and policies and procedures to keep children safe and protect them from harm. Staff monitor who enters and leaves the pre-school through a visitor's book, and accurate records are kept of children's attendance, accidents, incidents or when medication is administered. All staff hold first-aid certificates so they can deal with minor accidents and injuries.

The dedicated team of staff and committee members have high aspirations for the pre-school and are focused on helping children make good progress. Effective management

and supervision ensure that staff attend regular and varied training courses, to enhance and update their knowledge and skills. As a result, staff feel supported and their professional development is effectively considered. This has a positive impact on the care, learning and support for children. The manager and staff work well together to monitor and evaluate the educational programmes for children. This ensures that children receive learning experiences that meet their developmental needs and key persons promptly target any areas where progress is less than expected. The recommendations from the last inspection have successfully been addressed. The staff team work together to continually reflect on ways to improve the quality of the provision and they successfully take into account the views of parents and children to make positive changes. Targeted action plans are in place to secure further improvements, such as improving the premises to enhance access to the outdoor area.

Partnerships with parents are a strength in this pre-school. Parents say they are delighted with the service provided by the pre-school and find staff very approachable and friendly. Parents have access to a wealth of information through noticeboards and newsletters. Staff also liaise with parents on a daily basis to inform them about the activities. Parents contribute strongly towards the running of the pre-school by joining the committee and becoming involved in successful fundraising events. Staff establish good links with local schools and the other settings that children also attend within the Early Years Foundation stage, to exchange information to support learning and development. In addition, there is good liaison with the professionals from the local children's centres, which particularly supports collaborative working to promote the youngest children's progress and development.

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	119514
Local authority	Southend on Sea
Inspection number	874741
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	15
Name of provider	Sandpiper Pre-School Committee
Date of previous inspection	14/07/2009
Telephone number	0789 1078032

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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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