

# Wesley Preschool (Benfleet)

Hall Farm Road, BENFLEET, Essex, SS7 5WS

## Inspection date

08/12/2014

Previous inspection date

13/10/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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

- The caring and supportive atmosphere at the pre-school enables children to feel secure and happy. Children display strong attachments to their key persons and quickly settle.
- Partnerships with parents are strong. Parents speak highly about the pre-school, how staff identify their children's individual needs and the different ways staff support children's learning at home.
- Staff are sensitive to the needs of children with special educational needs and/or disabilities and seek to promptly narrow any gaps in children's learning.

### It is not yet good because

- The provider failed to notify Ofsted of changes to the members of the pre-school committee within the prescribed timescale. This is a breach of the welfare requirements.
- Occasionally, some staff do not entirely understand the learning intentions of the adult-led activities to ensure that these are suitably flexible and help children to progress towards their individual learning objectives.
- The quality of teaching is variable as occasionally, some older, more able children's interest in literacy is not fully supported as they do not have many opportunities to see or write their names.

## 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 playroom, the outside learning environment and talked with staff and children.  
The inspector examined a range of documentation, including evidence of suitability and qualifications of staff working with children, a sample of children's records, development plans and staff records.
- The inspector held a telephone discussion with the committee chairperson.
- The inspector completed a joint observation and held discussions with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Sheila Harrison

## Full report

### Information about the setting

Wesley Preschool (Benfleet) registered in 1997 and is run by a voluntary committee. It is registered on the Early Years Register. The pre-school takes place in a church hall in Benfleet, Essex. It operates from shared premises and there is an enclosed area available for outdoor play. The pre-school employs 12 members of childcare staff. Of these, four members of staff hold appropriate early years qualifications at level 2 and six members of staff hold an appropriate qualification at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 9.10am until 12.10pm, with a lunch club operating until 1pm on Mondays and Tuesdays. On Wednesdays and Fridays, the pre-school operates until 3pm. The lunch club closes at 12.45pm on a Thursday. Children attend for a variety of sessions. There are currently 49 children attending who are in the early years age group. The pre-school is in receipt of funding for the provision of free early years education for children aged two, three and four years. It supports a number of children with special educational needs and/or disabilities.

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

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

- improve the planning of adult-led activities to ensure staff are suitably informed of the learning intentions and children's individual next steps in their learning to support children's progress to the maximum.

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

- strengthen teaching and learning experiences for the older and more able children to expand their interest in literacy by having more opportunities to see and write their names.

## Inspection judgements

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

Overall, staff have a secure understanding of the learning and development requirements. They gain useful details of the children's starting points through discussions with the parents and through their early observations of children playing. Staff build children's confidence as they spend time together in their key group at various times during the session. This helps staff to get to know the children's likes and interests very well and ensures that resources that are of interest to the children are easily available as soon as they arrive. Staff undertake regular observations and precise assessments of the children's

abilities. They generally use this information to tailor individual planning for children. This helps most children make suitable progress within the expected age range, including those with special educational needs and/or disabilities.

Staff use some good teaching techniques to help children make progress. They encourage children to practise their physical skills by using a paintbrush to spread the glue on to the paper and to shake the container of glitter onto the glue. However, staff are not given sufficient information about the learning intentions of adult-led activities to ensure that the activities are suitably flexible and help children to progress towards their individual learning objectives. Consequently, children's progress is not supported to the maximum. Children enjoy looking through their learning journal. They speak about their friends, favourite activities and how they have grown. This helps children to think critically as they review their own learning and progress. Staff support children's emerging speech and language. They speak clearly and encourage young children to make their needs known through words as well as gestures. Older children are encouraged to sing the songs and retell the stories from well-known favourite film characters. However, some older children's curiosity in literacy is not fully supported as they do not have many opportunities to see or write their names when they show an interest. This sometimes limits their readiness for school when the time comes and their otherwise positive attitude to learning.

Partnerships with parents are strong and make a good contribution to meeting all children's needs. Parents receive regular updates on children's progress and are encouraged to report on their child's development at home. Parents have regular times to come in and discuss their child's learning journal and are given the opportunities to take them home if requested. Staff complete clear progress checks for children between the ages of two and three years, which are shared and discussed with parents. Parents report how well staff support children's learning at home by giving advice and guidance on supporting early speech and language development. This enables an effective two-way flow of information about children's learning in the pre-school and at home.

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

There is a calm and comfortable atmosphere where children benefit from close relationships with the staff, including their key person. Staff sensitively show care and affection. They greet children and parents individually and established children quickly settle to worthwhile activities. Staff make sure new children have their comforters and give close attention to support upset children. Staff respect children's views and allow them to make progress at their own pace. This is because staff understand that children need to be emotionally ready for the next stage of their learning. Parents report that they speak to their child's key person regularly and this helps them to feel welcome. Children are encouraged to share and take turns. Staff are consistent and children learn the expectations for good behaviour. They give appropriate praise when they see examples of children working together. This helps them to learn to cooperate and make friends in readiness for school.

Children independently choose from a wide range of play activities and toys. They enjoy

moving the play equipment from one area to another to help in their pretend play. Staff gently encourage children to put one set of floor toys away before getting out some more. This helps children to develop a sense of responsibility. Staff support children to learn about the community in which they live. Children enjoy an autumn walk to the woods and visits from fire and police officers. This helps them to learn about their physical safety. However, the management is not fully aware of all the requirements of the Early Years Foundation Stage and this has the potential to compromise children's well-being.

Staff promote the importance of a healthy lifestyle. For example, they provide regular opportunities for children to enjoy fresh air and exercise in the outdoor area. Staff encourage them to try to find their own coats and to independently put them on before going outdoors. Staff support children to practise new skills as they encourage them to persevere at balancing on the low beams. They encourage young children to climb the steps of the slide under close supervision. This helps them to take reasonable risks without being fearful. Staff reinforce the importance of hygiene as children independently wash their hands before meals. They provide healthy snacks, fruit and crackers with milk and water. Children have access to drinking water throughout the day, so they do not become thirsty. This helps children to try new tastes and discuss a healthy diet.

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

The provider did not notify Ofsted of the changes of committee members within the prescribed time. This does not allow Ofsted to carry out the necessary checks to determine whether the committee is suitable to provide childcare. This is a breach of the legal requirements for the Early Years Register and affects the efficiency of leadership and management. Management initiates suitable recruitment systems, with a detailed application and interview processes for potential staff and volunteers. They seek references, obtain a check from the Disclosure and Barring Service and complete a rigorous induction process. Staff have detailed information on child protection, including regular training. They have a secure knowledge of safeguarding procedures, including what to do if they are concerned about a child or the conduct of a member of staff. This ensures they understand their responsibilities towards the children in the pre-school. Staff undertake suitable risk assessments in the pre-school and take prompt action when they find any item needing maintenance. Comprehensive records are maintained to ensure all accidents are suitably recorded and assessed.

The manager and staff suitably monitor children's progress to ensure that any identified gaps in children's learning is acknowledged and early intervention sought, if necessary. Staff have strong relationships with other professionals so that children receive the support they need to narrow any gaps in their learning even further. Parents report that they are very happy with the pre-school and their children are very eager to attend.

Management and staff are eager to improve the service for children and their families. Well-qualified members of the committee visit the pre-school to monitor the effectiveness of the learning environment and to support the manager. The manager monitors staff performance, both informally through working alongside the staff and more formally

through annual appraisals. This helps to further enrich the learning environment for children. Staff have addressed previous recommendations including developing a stronger relationship with other provisions that children attend and this has helped to support continuity in their care and learning. Staff are encouraged to undertake training to help them improve their qualifications and they are suitably supported through this process. Staff report that this helps them have a greater understanding of how children learn. This demonstrates staff's commitment to continuing improvement.

## 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

<b>Unique reference number</b>	203614
<b>Local authority</b>	Essex
<b>Inspection number</b>	864064
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Wesley Methodist Church (Benfleet) Committee
<b>Date of previous inspection</b>	13/10/2011
<b>Telephone number</b>	01268 750129

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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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