

Beaches Pre-school

Westlands School, Beeches Close, Chelmsford, Essex, CM1 2SB



Inspection date

10 February 2015

Previous inspection date

28 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Clear and robust policies and procedures ensure that children are very well protected at this setting. Staff fully understand their responsibility to safeguard children at all times.
- The key-person system is highly effective in building secure relationships with children and their families. Consequently, children feel safe and self-assured.
- Children are well taught because staff have a secure knowledge of the requirements of the Early Years Foundation Stage. As a result, children make good progress.
- Children who speak English as an additional language and those with special educational needs and/or disabilities are particularly well supported and make good progress.
- Excellent partnerships with parents and other professionals make a strong contribution to supporting children's learning and well-being.
- Children are developing the necessary skills that will help them learn when they start school. There are good arrangements in place to ensure a smooth transfer to the host school and other receiving schools.
- Leadership and management are good because there are effective systems for evaluating the provision. The views of parents, staff and children are highly valued and contribute strongly to the pre-school's ongoing thorough self-evaluation process.

It is not yet outstanding because:

- Story sessions do not always provide sufficient challenge for the older children.
- There is scope for a more rigorous approach to the monitoring and supervision of staff performance in order to further improve practice.

What the setting needs to do to improve further

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

- review arrangements for story times in order to provide good levels of challenge appropriate to children's age and stage of development
- enhance the already good systems for monitoring staff performance, for example, by conducting regular peer observations in order to improve practice.

Inspection activities

- The inspector held discussions with the manager and conducted a joint observation with the manager.
- The inspector interacted with members of staff and children.
- The inspector looked at documentation relating to safeguarding, children's records, staff records, planning and assessment and the setting's self-evaluation.
- The inspector observed learning activities, both indoors and outdoors.
- The inspector checked staff qualifications and their suitability to work with children.
- The inspector took account of the views of parents present on the day.

Inspector

Vicky Turner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Good systems for observing and assessing children enable staff to plan rich learning opportunities that excite and engage the children, both indoors and outdoors. As a result, children are well-motivated and eager to play, learn and explore. For example, children learn about the life cycle of a frog and talk confidently about frog spawn and tadpoles. They enjoy counting plastic frogs to match numbers on the lily pads in the water tray. Various language programmes support children's language development and communication skills well. Children regularly take story sacks home to share with their families. However, story times at the setting do not always provide sufficient challenge for the older children. Staff take every opportunity to reinforce children's mathematical skills in practical play situations. Children celebrate Australia week and make their own didgeridoos. They create aboriginal art using colour, symbols and patterns. Parents are actively involved in supporting their children's learning at home.

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

Children are happy and thrive well in this safe, welcoming and very well-resourced learning environment. They confidently access the continuous provision and adults are at hand to support and extend their learning. Children follow good hygiene routines and manage their personal care well. They enjoy healthy snacks and have daily opportunities to be physically active. Children wait their turn on the slides and share toys and equipment. Children learn how to stay safe. There are good arrangements to meet children's medical and dietary needs. Children are encouraged to be independent as they self-register, butter their own oatcakes and help tidy up the room. Children are particularly well behaved because they understand what is expected of them. Children receive lots of praise and encouragement from the staff who value and celebrate their efforts. Children are emotionally well prepared for starting school because staff support them well to develop positive relationships and build their confidence.

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

The pre-school is well led and managed. The manager is pro-active and encourages staff to improve their knowledge and skills. She works alongside staff and supports all staff to complete a childcare qualification at level 3. There are good opportunities for staff professional development. Consequently, staff are well trained to support children's additional needs. Systems for monitoring and supervision of staff performance are mainly effective. However, managers recognise the need to reorganise the current arrangements to ensure that practice is at a consistently high level. Highly effective tracking systems means that staff have a clear overview of children's progress. This helps staff identify any gaps in learning and appropriate support is put in place to enable children to make progress. Parents are very well informed of their children's progress. They speak highly of the staff and value the quality of care and education provided. Recommendations from the last inspection have been successfully addressed.

Setting details

Unique reference number	EY271753
Local authority	Essex
Inspection number	860798
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	77
Name of provider	Beaches Pre-school Committee
Date of previous inspection	28 April 2011
Telephone number	07709 603246

Beaches Pre-school was registered in 2003. It operates from two classrooms in Westlands Community Primary School. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am each week day and from 12.30pm to 3.30pm on Monday, Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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