

Hockley Pre-School

United Reformed Church, Bramerton Road, Hockley, Essex, SS5 4PJ



Inspection date

6 March 2015

Previous inspection date

11 September 2009

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

- Teaching is good. Staff have a thorough understanding of how young children learn. They plan a wide range of stimulating activities that promote children's interests and foster their curiosity for learning.
- Staff successfully monitor the progress children make and are very aware of the levels they are working at. They effectively identify their next steps in learning, providing additional support when necessary. As a result, children make good progress and they are well prepared for school.
- Staff are extremely vigilant about keeping children safe and pay particular attention to building close, caring relationships with them. This means children are emotionally secure, confidently move around and enjoy their time at pre-school.
- Staff understand the importance of building good relationships with parents and this ensures children's needs are understood and met. Parents appreciate the regular feedback about their children's learning.
- Management positively welcome advice and support to help identify areas for further improvement. They consistently review their practice and implement changes for the benefit of the children.

It is not yet outstanding because:

- The most able children do not make outstanding progress because staff do not consistently provide activities which are matched to their abilities.
- Learning opportunities in the outdoor area are still developing and are not yet used well enough to provide learning experiences in literacy and mathematics at the same level as indoors.

What the setting needs to do to improve further

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

- challenge the most able children in their learning and play activities so that they make even faster progress
- extend learning experiences and resources in the outdoor area to provide better opportunities for children to learn to read, write and to use their new mathematical skills.

Inspection activities

- The inspector observed activities in the two rooms of the pre-school and outside.
- The inspector held discussions with the management team and staff.
- The inspector and the manager took part in a joint observation.
- The inspector took the views of parent's into account.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff, the provider's self-evaluation form and a range of other documentation.

Inspector

Sharron Fogarty-Martin

Inspection findings

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

Children eagerly take part in worthwhile, fun play and learning. Staff provide an appropriate balance between activities planned and led by adults and those children can choose for themselves. This means children benefit from being able to explore their own ideas during periods of uninterrupted play. Children spend a considerable amount of time negotiating where they should go on the boat. They enjoy collaborating on large scale projects, using recyclable materials to make a dinosaur. Staff skilfully get involved in their play, using challenging questions to encourage children to think and helping them to develop their language skills. Staff carry out accurate assessments on children and use the information to identify how to help them make further progress. For example, children who lack interest in making marks with pencils are encouraged to practise writing their name in shaving foam. However, staff do not always have sufficiently ambitious expectations for children who are ready to learn at a faster rate.

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

Staff are good role models and have high expectations for children's behaviour. Children respond positively and do what is asked of them, have good manners, and learn to share and take turns. Staff provide important experiences to help children learn how to keep themselves safe. These include, trips to the local fire station, regular fire drills and road safety role play. Staff effectively support children who speak English as an additional language and those who have special educational needs and/or disabilities well. For example, they use visual timetables to help children understand the routines of the day and use sign language. Staff work in close partnership with parents to support and promote each child's well-being. As a result, children are developing high levels of self-esteem and are confident and independent learners.

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

The leadership is strong. Management has a thorough understanding of their responsibilities. Good safeguarding procedures are put into practice. Staff know how to identify and report concerns they may have about children in their care. Equally, robust recruitment procedures ensure the most suitable staff are employed. Staff value training opportunities and this has a positive impact on children's learning. All recommendations from the previous inspection have been put into practice for the benefit of children. As a result, children have good-quality, indoor learning opportunities. However, staff do not always provide children with the same quality outdoor opportunities. For example, there are less numbers, letters, signs and mark making resources in the outdoor area. Excellent team work and strong leadership, including involvement from committee members, is a key feature of the pre-school's continued effectiveness.

Setting details

Unique reference number	402192
Local authority	Essex
Inspection number	868964
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	49
Name of provider	Hockley Pre-School Group Committee
Date of previous inspection	11 September 2009
Telephone number	07742 727934

Hockley Pre-School is run by a committee and opened in 1966. Session times are from 9.15am to 12.15pm, Monday to Friday, during school term time. Children aged two-, three- and four-year-olds receive funding for free early education. The pre-school employs 11 members of staff. Of these, six hold relevant early years qualifications at level 3 and four at level 2.

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