

St Annes Preschool

St. Annes Road, Canvey Island, Essex, SS8 7LS



Inspection date

28 April 2015

Previous inspection date

1 July 2010

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 because staff are secure in their knowledge of the Early Years Foundation Stage and fully understand how to promote children's learning.
- Children are confident because they form strong emotional attachments and staff treat them with affection and respect.
- Positive relationships with parents are developed through effective induction arrangements and frequent communication, which benefits each child's ongoing care, learning and development.
- Staff make very good use of daily routines to support children's developing social and independence skills. Children are also encouraged to adopt healthy lifestyles by learning about the food that is good for them and by developing their physical skills in the fresh air.
- Children are kept safe and secure because staff have a good understanding of their roles and responsibilities to safeguard them.
- The manager identifies and supports staff's training needs well to benefit children's learning experiences. Staff have opportunities to build on their qualifications and attend training courses specifically aimed at supporting the development of children in their key groups.

It is not yet outstanding because:

- The outdoor learning environment does not consistently provide the same quality of inspiring experiences or the opportunities for children to follow their own interests, as the indoor environment.
- Staff have not established strong enough links with other settings, to ensure that sufficient information is shared to support continuity in learning and promote the smooth transfer onto school.

What the setting needs to do to improve further

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

- enhance the provision for outdoor play to inspire children to explore and discover new features in their environment, for example, by offering a more rich and stimulating extension of the indoor play environment
- strengthen partnership working with the other settings that children attend, for example, by exchanging more information to ensure everyone involved can work consistently together to promote the best outcomes for all children.

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, staff, children and a local authority adviser.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their comments in their children's development records.

Inspector

Patricia Champion

Inspection findings

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

Staff have a wide range of experience and seize on opportunities to promote learning in ways that make sense to young children. For example, children have good opportunities to develop their own exploration through sensory play. They make pictures with real flowers and experiment with messy materials, such as shaving foam and paint. Interaction between staff and children is very good. Effective questioning techniques allow children to explore their own thoughts and ideas and develop their imagination. Children are able to take part in gardening and explore the sand pit during allotted periods in the outdoor area. However, there are fewer opportunities to consistently support children's own interests through exploration and experimentation in the outdoor area. This is because the manager is yet to fully develop this aspect to reflect the quality of the indoor provision. Staff engage parents well in their children's learning and development. Reports with observations, next steps in learning and ideas to support learning at home are frequently shared. There is also a library scheme where children take home books they enjoy. As a result, there is continuity of learning between the pre-school and home.

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

The key-person system is well established. This helps new children happily settle and develop positive relationships with the staff who care for them. Staff sensitively support children in managing their behaviour and in building friendships with other children. Consequently, children develop good social skills and are emotionally ready for starting school. Children gain a good understanding of how to keep themselves and others safe. They learn to use tools and implements, such as scissors and cutlery, safely and efficiently and regularly practise fire drills, so they know how to swiftly evacuate the premises in an emergency.

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

The pre-school is led by a very experienced and strong manager who acts as a positive role model for the staff team. Children are kept safe through rigorous recruitment and good induction training for new staff. Professional development is well supported through regular supervision meetings and the team work together effectively to provide good care for children. The manager has a clear understanding of what the pre-school does well and staff positively welcome advice and support from the local authority, to help identify areas for further improvement. The manager's thorough monitoring means that any gaps in children's learning are noted and addressed. Staff understand their responsibility to work closely with other childcare and teaching professionals to provide consistent support for children who have special educational needs and/or disabilities. However, there is room to develop further the partnerships with local nurseries and primary schools by sharing information that promotes continuity in all children's care and learning. Parents think highly of the staff team. They appreciate both the quality of teaching and the caring approach they bring to their roles.

Setting details

Unique reference number	203473
Local authority	Essex
Inspection number	864063
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	36
Name of provider	Angela Jocelyn Fordham
Date of previous inspection	1 July 2010
Telephone number	01268 680143

St Annes Preschool was registered in 1978. The pre-school employs six members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 2 or 3 and the manager holds a qualification at level 4. The pre-school opens from Monday to Friday term time. Sessions are from 9am until 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children.

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