

Johnstone Road Pre-School



Methodist Church Hall, The Broadway, THORPE BAY, Essex, SS1 3HQ

Inspection date	8 June 2015
Previous inspection date	2 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

- Children feel safe and secure as strong, emotional attachments are formed with their key persons and other members of the staff team.
- Teaching is good and sometimes outstanding. Staff enthusiastically engage children in purposeful play and as a result, children make good progress.
- Very successful partnerships with parents ensure that children's needs are met and their learning is well supported.
- Partnerships with other professionals are well established and effective. This means that children with special educational needs and/or disabilities successfully receive the support they require to meet their individual care and learning needs.
- Children's safety is prioritised by all staff. The manager ensures that staff are well trained about how to safeguard children from harm. Health and safety checks are robustly carried out to ensure that children play in comfort and safety.
- The manager and staff are continually making improvements to benefit the children's learning. The new afternoon sessions have been particularly successful in helping children develop the skills they need for starting school.

It is not yet outstanding because:

- Staff are not consistently using opportunities to enrich children's spontaneous learning experiences. They provide fewer real household objects, books and writing materials in the role-play corner.
- On occasions, larger group times are not organised effectively to maintain the full attention of the youngest children. As a result, some children become restless and lose concentration.

What the setting needs to do to improve further

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

- enrich children's creativity, imagination and reading and writing skills, for example, by adding real household objects, books and writing materials into the role-play corner
- enhance the organisation of larger group times so that staff effectively support younger children to focus, concentrate and stay fully engaged.

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 and children.
- 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 responses to surveys organised by the pre-school.

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 good understanding of how young children learn. They carefully plan activities, ensuring children's interests and the next steps for their learning are fully considered. As a result, children are confident to try new things and approach different activities with enthusiasm and imagination, which prepares them well for starting school. Staff model good language and effectively introduce new vocabulary and words into conversations. Staff also skilfully introduce mathematics into children's play. For example, staff ask children to estimate how many scoops of water will fill a bucket and children are motivated to test their ideas. The indoor environment is generally stimulating and inviting. However, some play areas are not so well resourced. Staff have not fully considered providing more books, writing materials and real household objects that children see at home. Children's achievements are regularly shared with parents. Staff encourage parents to become involved in their children's learning by contributing information about any significant events or achievements from home. Parents are also invited to join the pre-school on outings, such as the trip to the beach.

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

Children settle quickly because their key persons greet them with a warm welcome. Their good health is promoted well. Snacks are nutritious and children learn to independently manage their lunch boxes or pour drinks. Children freely access the outdoor area for the majority of each session. This benefits their physical development and gives them additional learning opportunities. Staff teach children a good awareness of safety when they talk about taking care on the beach. Staff also use road signs and traffic signals effectively to ensure that children understand how to cross roads safely. Children mainly behave well and they learn to share, take turns and be kind to each other. Older children concentrate well and enjoy engaging in discussion. However, during large group activities, staff expect younger children to maintain their attention for the same duration as older children. The younger children quickly become restless and distracted.

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

The manager and staff have a clear understanding of the requirements of the Early Years Foundation Stage. Children are protected because staff know what to do if they have concerns about a child's welfare, or the practice of another staff member. Staff's professional development is supported through regular meetings, appraisals and opportunities to attend training courses to extend their qualifications. Recommendations raised at the last inspection have been addressed to improve the quality of children's development. The manager and staff check all children's progress and identify areas for improvement to help narrow gaps in their learning. Self-evaluation takes into account the views of parents and children, which helps to drive improvement. Parents speak highly of the pre-school and comment that their children are happy and well cared for.

Setting details

Unique reference number	119487
Local authority	Southend on Sea
Inspection number	874736
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	54
Name of provider	Vivian Amelia Margaret Daltrey
Date of previous inspection	2 July 2010
Telephone number	01702 582791

Johnstone Road Pre-School was registered in 2000 and is privately owned and managed. The pre-school employs 10 members of childcare staff. Of these, five staff hold an early years qualification at level 3 and two staff hold a qualification at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am to 3pm on Monday and Thursday and from 9am to 12 noon on Tuesday, Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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