

Southminster Pre-School Learning Alliance



Southminster Primary School, Burnham Road, SOUTHMINSTER, Essex, CM0 7ES

Inspection date 16 June 2015
Previous inspection date 11 June 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

- The quality of teaching is good. Practitioners understand how children learn and plan an exciting range of learning experiences. Children are keen, motivated and interested in learning.
- Accurate and precise assessment provides key persons with a secure knowledge of each child's progress. Parents are encouraged to view their children's development records and contribute to their future planning.
- Children settle quickly into the pre-school learning alliance and form close and caring relationships with their key person. Practitioners skilfully promote children's emotional development, through affectionate interaction and by creating a warm, caring and secure environment.
- Children are effectively protected from harm. Practitioners are knowledgeable about the signs of abuse. They have clear policies to follow with regards to referring their concerns to the appropriate authority. Practitioners ensure children remain safe, as they conduct thorough and comprehensive risk assessments each day.

It is not yet outstanding because:

- Practitioners do not maximise opportunities for children to celebrate a wide range of other people's cultures and beliefs. Resources and activities to promote children's understanding of other people's differing needs are not consistently available.
- Opportunities to strengthen children's knowledge of the world and the natural environment are not effectively explored. Children have limited access to natural materials and resources that they can explore through first hand experiences.

What the setting needs to do to improve further

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

- promote children's deeper understanding of other people's cultures and the wider world, for example, by including resources from a variety of cultural backgrounds to stimulate new ideas and different ways of thinking
- maximise opportunities to enhance children's knowledge of the natural world, for example, by planning activities based on first-hand experiences that encourage exploration and experimentation and through the introduction of more natural materials.

Inspection activities

- The inspector observed activities in the Pre-School Learning Alliance building and garden.
- The inspector held discussions with the manager, practitioners and children at appropriate times during the inspection.
- The inspector looked at records which included children's details, information about practitioners, accident and medication records, written policies, written risk assessments and a selection of other relevant documentation.
- The inspector saw evidence of the checks used to assess the suitability of practitioners and committee members.
- The inspector held a joint observation with the manager to discuss and observe the quality of teaching.
- The inspector took account of the views of parents spoken to during the inspection and through written comments shared through parental questionnaires.

Inspector

Lynn Hughes

Inspection findings

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

Practitioners are knowledgeable about the children in their care. They skilfully capture children's interests and follow their suggestions and ideas in planning. As a result, key persons maintain a firm focus on helping every child to achieve to the best of their ability. Children have fun exploring indoors and outdoors. However, at present, much of the outdoor resources are man-made. Consequently, children have fewer opportunities to develop an understanding of the natural world and to feel and explore natural resources. There are also fewer activities and experiences provided for children that enables them to develop their knowledge of other people's cultures, differing needs and beliefs. Children are well-prepared for school as practitioners work in partnership with reception class teachers to establish an understanding of the skills children require on entry to school. For example, they develop independence, learn to focus on stories and activities and build good self-care skills.

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

Key persons are skilful at helping children to settle into the provision. As a result, children's early experiences of the pre-school are positive and enjoyable. Children flourish in the stimulating and exciting environment. Key persons recognise the importance of promoting children's emotional well-being and give this careful and consistent consideration. For example, practitioners use positive language to praise and reward children's achievements. They are clear about their expectations and share these with children in a calm manner. As a result, children behave well and learn to manage their emotions and feelings positively. Children are provided with a range of resources and activities to promote their physical development. For example, they use tunnels, rocking equipment, balancing beams and climbing resources during a physical play activity. Children enjoy healthy snacks and drinks, which are good for them, during the session.

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

The Southminster Pre-school Learning Alliance is run by a strong voluntary committee, which supports the manager and team of practitioners well. Management responsibilities are clear and practitioners have set daily roles. As a result, the pre-school runs smoothly and efficiently. All recommendations set at the time of the last inspection have been addressed. Practitioners are well-qualified and strive to further develop their knowledge through appropriate training and resources. Clearly established systems for performance management enables the manager to support the practitioners through regular supervision meetings and appraisals. Effective monitoring of planning and assessment provides the manager with an overview of all children's development. Practitioners are reflective in their practice and constantly review the provision to ensure children receive good quality care and education. Parents spoken to at the time of the inspection share positive comments about the way in which their children learn and develop.

Setting details

Unique reference number	EY379229
Local authority	Essex
Inspection number	858528
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	43
Name of provider	Southminster Pre-School Learning Alliance Committee
Date of previous inspection	11 June 2009
Telephone number	07751217419

Southminster Pre-school Learning Alliance was registered in 2008. The pre-school employs five members of childcare staff all of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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