

Rayleigh Methodist Pre-school



Rayleigh Methodist Church, Eastwood Road, Rayleigh, Essex, SS6 7JP

Inspection date

25 June 2015

Previous inspection date

15 December 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

- Staff use good quality teaching strategies and provide rich and varied learning opportunities for children, both indoors and outside.
- Staff are committed, enthusiastic and affectionate in their approach to caring for children. Consequently, all children, including those with special educational needs and/or disabilities, develop a strong sense of belonging.
- There are strong partnerships with other professionals who are involved in the care and learning of the children. This ensures that all children receive relevant support and early intervention when required. These partnerships also successfully promote smooth transfers as children start school.
- Children are effectively safeguarded as staff have a secure understanding of child protection issues and create a safe and secure environment. Staff are extremely vigilant about the security of the children and access to the premises is stringently monitored.
- Leadership and management are strong because the two managers and the committee members work closely together to plan for the development and continuous improvement of the pre-school.

It is not yet outstanding because:

- Staff do not always ensure parents contribute to the initial assessments of children's starting points on entry to the pre-school, in order to obtain a complete picture of children's learning and development.
- Occasionally, staff do not make effective use of daily routines to develop children's independence skills.

What the setting needs to do to improve further

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

- obtain more detailed information from parents about their children's capabilities on entry to the setting, to inform initial assessments and promote more rapid progress from the outset
- encourage children to develop their independence skills during mealtimes, for example, by consistently allowing them to prepare their own food and pour their own drinks.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with one of the managers.
- The inspector held discussions with the managers, staff, children and a representative of the pre-school committee.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, and viewed the provider's self-evaluation, risk assessment, policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

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 secure knowledge of how to provide motivating activities to extend children's learning. As a result, children are inquisitive, keen to try new experiences and effectively gain the skills they need in readiness for starting school. Staff support children's developing communication and thinking skills successfully. This is because they consistently ask children challenging questions, and encourage children to join in conversations and listen attentively at group times. Children are gaining early writing and reading skills as they use books and mark-making materials, in both adult-led tasks and games they choose for themselves. Staff's observations and assessments are used effectively to plan experiences that reflect children's interests and next steps in learning. Parents are regularly invited to meet with their child's key person and share information about their children's achievements at home. However, information gathered when children first start attending the setting is inconsistent because staff do not always encourage all parents to share what their children can already do. This means staff are unable to use this information to help them to establish children's starting points.

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

Children, parents and carers are warmly welcomed as they arrive each day. This means children quickly and happily settle to play. Children's behaviour is good because all staff are positive role models and have high expectations of them. Healthy lifestyles are promoted as children get plenty of exercise and follow good hygiene practices. Staff also provide children with a nutritious light lunch and a selection of healthy snacks. Children have opportunities to develop social skills as they learn about the importance of good table manners and take turns in serving food to their friends. However, staff do not include children in other achievable and routine roles, such as preparing food or pouring drinks to further develop their independence skills. Staff reinforce the importance of safety throughout children's activities and daily routines. They teach children how to take care of themselves in hot weather by making sure they wear sun hats, apply sun lotion and drink plenty of water. Good quality resources, such as road signs and toy traffic lights are successfully used to promote children's awareness of road safety.

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

The two managers and qualified staff have a good understanding of how to implement the requirements of the Early Years Foundation Stage. The managers and staff check all children's progress and identify areas for improvement to help narrow gaps in their learning. Regular staff supervision meetings and annual appraisals are completed. Staff are actively encouraged to attend training courses to further enhance their practice and knowledge. The managers, staff and committee members have completed detailed self-evaluation, and the recommendation following the last inspection has been successfully addressed, which shows a good capacity to improve further.

Setting details

Unique reference number	203893
Local authority	Essex
Inspection number	864071
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	59
Name of provider	Rayleigh Methodist Pre-School Committee
Date of previous inspection	15 December 2010
Telephone number	07749 801 354

Rayleigh Methodist Pre-school was registered in 1981 and is run by a committee. The pre-school employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, four hold qualifications at level 3 and three hold qualifications at level 2. The pre-school opens from Monday to Friday during school term times. Sessions are from 9.15am until 11.45am Monday to Friday and from 12.30pm until 3pm on Tuesday, Wednesday and Thursday. A lunch club operates between the morning and afternoon sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

