

# Earls Hall Pre-School

120 Hobbleythick Lane, Westcliff-on-Sea, Essex, SS0 0RJ



## Inspection date

Previous inspection date

30 September 2015

10 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is consistently good. The well-qualified and experienced staff team fully understand each child's capabilities and adapt their practice to follow children's changing interests.
- Very effective relationships with teachers at the local schools are established. Staff work consistently with them throughout the year to provide continuity in children's learning and support their move to school.
- Children learn what acceptable behaviour is. They are fully aware of the rules and boundaries for working together. Staff are excellent role models and use positive strategies to teach children to be caring and tolerant of each other.
- Children concentrate for long periods, considering their ages, and enjoy solving problems for themselves. They work together to form pathways for trains to travel along and use different resources to make bridges.
- Children are well prepared for their eventual move to school. Their understanding of the world is developing well. Children talk enthusiastically about their families, where they live and enjoy sharing stories about their own experiences.

### It is not yet outstanding because:

- Some aspects of the arrangements for monitoring staff practice are not yet fully embedded.
- The manager does not make the best use of the information gained from analysing children's assessments.

## What the setting needs to do to improve further

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

- strengthen the arrangements for reviewing staff practice to more sharply focus on their strengths and weaknesses, in order to further raise the good standard of teaching
- enhance procedures that analyse children's progress to establish whether gaps are narrowing for different groups of children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke with all staff members and a number of children during the inspection.
- The inspector held a meeting with the pre-school manager and looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views through written feedback provided by the pre-school.

### Inspector

Andrea Price

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a clear understanding of the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. Staff's knowledge in relation to safeguarding children is very secure. They are fully aware of the procedures for reporting concerns. Self-evaluation practices are in place and include the views of staff, parents and children. The staff team work very well together and are keen to improve outcomes for children. Staff regularly attend training workshops to update their knowledge. This has a positive impact on the learning experiences offered to children. Some strategies to review staff practice are in place. However, the manager acknowledges that these are not yet robust enough to raise the quality of teaching to an even higher level. The manager oversees staff's monitoring of children's development. Where identified, additional support is swiftly put into place, ensuring children receive the help they need. Nevertheless, procedures to track progress and analyse the data collected are in their infancy stage.

### Quality of teaching, learning and assessment is good

Children are consistently motivated to learn. Children listen intently and become highly engaged with staff as they read books and tell stories. Staff use a wide range of props to make stories come to life, which inspires children's imaginations. Children recall their versions of stories during play, using the props used by staff. Children show high levels of involvement during group activities. They learn how to take turns and respect what others have to say. Children draw and use a good range of vocabulary to describe family members' features. Staff skilfully extend learning by asking a range of probing questions. Parents speak highly of the staff and appreciate the support offered to them. Staff work effectively in partnership with parents and use a good range of strategies to fully involve them in their child's early education.

### Personal development, behaviour and welfare are good

Successful settling-in procedures ensure that children are well prepared and ready to learn. Children use their strong relationships with key people to explore their new surroundings. Staff support children to form friendships with others of a similar age. They place great importance on recognising children's achievements with meaningful praise and encouragement. Children learn to persevere and achieve their goals, which raises their self-confidence. They energetically join in daily music and movement sessions. Staff extend their understanding about the effect physical exercise has on their bodies. Children regularly visit the local school to use their outdoor facilities and learn about the natural world. Children learn how to manage risks and are supported by the caring staff to explore the environment.

### Outcomes for children are good

All children, including those who have special educational needs, make good levels of progress based on their starting points. Children develop skills that help them to be ready for school. They undertake age-appropriate tasks and follow instructions. Children's literacy skills are developing well. Some children form letters and understand that these have meaning.

## Setting details

<b>Unique reference number</b>	119472
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	854145
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Earls Hall Baptist Church Committee
<b>Date of previous inspection</b>	10 June 2010
<b>Telephone number</b>	01702 335278

Earls Hall Pre-School was registered in 1998. The pre-school employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The pre-school opens from Monday to Friday term time only. 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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