

# Eastwood Community Pre-School



Eastwood Community Centre, Western Approaches, Southend on Sea, Essex, SS2 6XY

## Inspection date

30 September 2015

Previous inspection date

18 March 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider has not notified Ofsted of changes to the committee. This means that suitability checks have not been completed by Ofsted to ensure every individual is suitable for their role.
- Self-evaluation is not rigorous enough to identify weaknesses in leadership and management.
- Staff do not make the best use of the available outdoor space to support children who prefer to learn in this environment.
- Children are occasionally prevented from spending time in purposeful play and learning.

### It has the following strengths

- Disabled children and those with special educational needs make good progress. Staff liaise with parents and other professionals involved in the children's care to set realistic targets for their learning and development.
- Staff nurture children's emotional well-being. Children develop secure attachments with their key persons and demonstrate self-confidence around visitors.
- Staff can identify the signs and symptoms of abuse and know what to do if they have concerns about a child in their care.
- Staff teach children to share and to take turns. They set clear boundaries and children respond positively to these.

## What the setting needs to do to improve further

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

- strengthen self-evaluation to identify where practice is weak and take prompt and effective action to improve
- review the organisation of daily routines and make sure that children can spend as much time as possible involved in meaningful play and learning
- review the support given to children who prefer to play and learn outdoors and make sure that they consistently benefit from taking part in activities and experiences that promote their overall development.

### 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 supervisor.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider has failed to ensure that they meet all of their legal roles and responsibilities. Some members of the management committee have not completed the necessary checks with Ofsted to ensure their suitability. This indicates a lack of efficiency in the leadership and management and has an impact on children's well-being and safety. However, there are sound procedures in place to establish the suitability of new staff working with children. The provider supports staff to enhance their qualifications, in order to improve their teaching skills. Self-evaluation is used to review the quality of experiences children receive. However, this is not effective in identifying the weaknesses in leadership and management or ensuring that improvements are promptly made and requirements are met.

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

The quality of teaching is good overall. Children benefit from the highly positive involvement of the well-qualified staff during their play. Staff effectively help children to take the next steps in their learning. Children, including those in receipt of funded early education, make good progress. Staff teach children about nature and the changing seasons. They use leaves and animal puppets to bring their teaching to life. Children are confident communicators. Staff engage children in conversations, asking questions that encourage the children to think. Some children prefer to play and learn outdoors. However, staff have not fully considered how they can ensure that such children benefit from the same level of good quality learning experiences as those who prefer to play and learn indoors. Staff liaise effectively with parents. They work well together to meet children's care needs and promote their learning.

### Personal development, behaviour and welfare are inadequate

Children's welfare is compromised because the provider has not completed the relevant checks on committee members. Individuals who are in a position to influence decision making that affects children's well-being have not had their suitability verified. Staff use consistent care routines. They enable children to learn about good hygiene and healthy living. Snack time is a social occasion. Staff talk to the children about the healthy fruit they are eating. However, children are not engaged in meaningful play and learning as much as possible. Regular routines, such as snack time, are not well organised and children spend too much time waiting around. Children practise their physical skills by climbing and sliding on the indoor equipment. They spend time outdoors each day, benefitting from fresh air and exercise. Staff deploy themselves well to ensure children's safety at all times.

### Outcomes for children are good

Staff monitor children's progress and the manager checks the progress made by different groups of children. Gaps in learning are identified appropriately and staff take positive action to help children to catch up. Overall, children make good progress from their starting points and are well prepared for starting school.

## Setting details

<b>Unique reference number</b>	119473
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	874734
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Eastwood Community Playgroup Association Committee
<b>Date of previous inspection</b>	18 March 2011
<b>Telephone number</b>	01702 528709

Eastwood Community Pre-School was registered in 1980. The pre-school employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school is open five days a week during school term times. Monday, Wednesday, Thursday and Friday sessions are from 9.15am to 3pm. Tuesday sessions are from 9.15am to 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. They support disabled children and children with special educational needs.

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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

