

# Southchurch Park Pre School

Northumberland Avenue, Southend-on-Sea, Essex, SS1 2TH



## Inspection date

8 October 2015

Previous inspection date

7 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff gather detailed information about the progress individual children make. They effectively identify what children need to do next and plan activities ensuring children's interests are fully considered. As a result, children are confident to try new things and approach different activities with enthusiasm.
- Children settle quickly because staff greet them with a warm welcome. They form close, caring relationships with their key person and confidently move around the pre-school making choices about where to learn.
- Staff give high priority to promoting children's language and communication development. They swiftly identify children with language delay and work well with other professionals to provide effective teaching strategies. This helps to ensure that all children achieve to the best of their abilities.
- Leadership is strong. The management team and committee members are dedicated to driving forward improvements. They consistently review the quality of the provision to ensure children's ongoing good progress.

### It is not yet outstanding because:

- Staff do not always fully promote children's understanding of numbers.
- Managers do not yet monitor the progress of different groups of children, in order to sharpen planning for swiftly identifying and closing gaps in achievement.

## What the setting needs to do to improve further

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

- use every opportunity to introduce counting and number recognition in meaningful contexts to further develop children's mathematical understanding
- make better use of information from assessments of children's attainment, focusing on the progress that different groups of children are making.

### Inspection activities

- The inspector observed activities in the pre-school rooms and outside.
- The inspector held discussions with the management team, staff and children.
- The inspector and the manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff, the provider's self-evaluation form and a range of other documentation.

### Inspector

Sharron Fogarty-Martin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Thorough recruitment procedures ensure that staff are suitable to work with children. Staff have a good awareness of how to keep children safe and ensure their welfare. The very long-serving staff team work well together. The manager provides good support through staff supervision. She makes good use of their individual skills to enhance the care and teaching children receive. Regular attendance at training and the level of staff qualifications has a positive impact on the overall quality of the pre-school. The manager gathers detailed information about the progress individual children make, in order to identify if a child needs extra support. However, systems to monitor the progress of different groups of children are still being developed.

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

Staff have a good understanding of how young children learn. They model good language and effectively introduce new vocabulary and words into conversations. Children sit in the cosy reading area looking at books while having a cuddle with their key person. Staff skilfully support them to understand how to use the tape recorder to listen to their favourite nursery rhymes. Staff help children to count in planned activities and numbers are displayed for children to see. However, staff do not always make best use of everyday routines to develop children's counting skills even further. Children's achievements are regularly shared with parents. Staff encourage parents to become involved in their children's learning and they are invited to join the pre-school on outings. Staff have established good relationships with local primary schools, which helps children to be well supported and prepared for the next stage in their learning.

### Personal development, behaviour and welfare are good

Staff are extremely good role models. They play alongside children, helping the younger ones to understand how to share and take turns. They praise positive behaviour which boosts children's self-esteem. As a result, children behave well and learn to be kind to each other. The thoughtfully planned playrooms create an enabling environment for children where they can develop their independence. Snacks are nutritious and children learn to independently manage their lunchboxes. Children freely access the outdoor area for the majority of each session and delight in testing out their physical skills on the wide variety of equipment. Furthermore, staff make excellent use of their surroundings to promote children's health and physical development. Children enjoy visiting the park to feed the ducks or play on the swings. They have lots of fun on the beach making giant sand castles. Daily care practices, such as nappy changing, are carried out by the main carer, supporting children's emotional security.

### Outcomes for children are good

All children make good progress. Children are learning to be independent, for example, by hanging their coats on pegs and pouring drinks at the snack table. Older children are well prepared for school when the time comes. Their literacy skills are developing well. Children recognise the sounds that letters make and some know how to read and write their own name.

## Setting details

<b>Unique reference number</b>	119520
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	863924
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Southchurch Park Playgroup Committee
<b>Date of previous inspection</b>	7 February 2011
<b>Telephone number</b>	07942 181039

Southchurch Park Pre School is run by a parent committee and opened in 1968. The playgroup opens Monday to Friday, during school term times. Sessions are from 9.15am until 3.15pm. The pre-school employs six members of staff, all of whom hold relevant early years qualifications at level 3. The manager is currently working towards a level 5 qualification. The pre-school provides funded early education for two-, three- and four-year-old children.

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