

Billericay Methodist Pre School

Western Road, Billericay, Essex, CM12 9DT



Inspection date

18 November 2015

Previous inspection date

1 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 providers have a poor understanding of their roles and responsibilities. They have failed to notify Ofsted of the changes to the committee members. They have also not ensured that all committee members are suitably vetted. As a result, children's welfare is not assured.
- The providers have a poor understanding of the setting's safeguarding procedures. They are not aware of the procedure to follow in the event of an allegation being made against a member of staff.
- Staff do not consistently give children enough opportunities to develop their thinking or express their own ideas.
- Systems for self-evaluation are not robust enough to identify and address where there are breaches in legal requirements.

It has the following strengths

- The quality of teaching is good. Children are supported by staff who have a good knowledge and understanding of how children learn. This has a positive impact on the progress children make. All children make good progress in their learning and development.
- Staff provide appropriate praise and encouragement and help children to feel good about themselves. Children explore their environment freely and demonstrate good levels of confidence.
- Staff have made positive links with the local school to help prepare children for the move on to school and the next stage of their learning.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ make sure effective systems are in place to check the suitability of any new committee members, including meeting the requirement to obtain enhanced Disclosure and Barring Service checks	20/11/2015
■ ensure that all individuals who are in charge of the pre-school are fully aware of safeguarding procedures, particularly with regard to dealing with an allegation being made against a member of staff.	20/11/2015

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

- give children more opportunities and the time they need to think about and express their ideas and to demonstrate their understanding
- improve self-evaluation processes and make sure that any weaknesses in the provision are quickly identified and swiftly addressed.

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 joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school and of the committee members.
- The inspector spoke to a small selection of parents during the inspection and took account of their views and of those provided in a written form.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The providers do not fully understand their responsibility to make sure that children's welfare is protected. They have failed to notify Ofsted of significant changes to the committee. In addition, they have not completed the required suitability checks for many of the committee members. The providers are not aware of the procedures to follow if an allegation is made against the staff. However, the manager and staff know the signs of abuse and the procedures to follow to report any concerns about a child in their care. The manager ensures that physical risks in the setting are assessed and potential hazards are minimised or removed. Managers include the views of parents and children in their self-evaluation process and welcome their ideas and suggestions. The manager monitors children's development to enable her to identify any gaps in children's learning and to seek early intervention if needed. Suitable systems for supervision of staff are in place. Staff are supported to attend a variety of training courses. They are encouraged to use the skills they gain to improve the learning outcomes for children.

Quality of teaching, learning and assessment is good

Staff carry out regular observations to assess children's abilities and check their progress. This information is used to plan for each child's learning needs. Staff provide regular feedback to parents about what their child can do and what they need to learn next. They suggest ways in which parents can support children's learning at home. Overall, staff promote children's communication and language skills well, although opportunities are missed at times. Staff provide many opportunities for children to practise counting and to develop their imagination. Some children enjoy making dens and others enjoy taking part in story time. Staff provide opportunities for children to develop their literacy skills. They find their names at self-registration and begin to copy what they see. Staff know what each child's next stage in learning is and skilfully promote this through their play.

Personal development, behaviour and welfare are inadequate

The providers have not taken robust steps to ensure that children are kept safe from potential harm from individuals associated with the setting. Although some of these individuals do not have unsupervised access to children, their role means that they are privy to information about children and families. As a result, children's welfare is not assured. However, children enjoy their time in the setting. Children form secure attachments with their key person and their peers. They enjoy and learn about the benefits of daily exercise and fresh air. Staff effectively model sharing and taking turns. Children play cooperatively and behave well. Staff encourage children to be respectful of others and to recognise their own unique qualities.

Outcomes for children are good

Children make good progress because staff know how to promote their learning and development successfully. Children are keen to engage in a range of suitably challenging activities. Overall, children are well prepared for the next stage in their learning and the eventual move on to school.

Setting details

Unique reference number	650031
Local authority	Essex
Inspection number	869506
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	33
Name of provider	Billericay Methodist Pre School Committee
Date of previous inspection	1 March 2011
Telephone number	01277 624533

Billericay Methodist Pre School opened in 1960. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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