

St. Osyth Preschool Nursery

64 Mill Street, St. Osyth, CLACTON-ON-SEA, Essex, CO16 8EW



Inspection date

19 November 2015

Previous inspection date

25 November 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- Management and staff show a strong commitment to making continuous improvements. They have a clear understanding of the strengths of the nursery. Action planning is used well to set goals and targets. Areas identified for improvement at the last inspection have been successfully addressed.
- Children make good progress and develop the skills they need for future learning. They are provided with a wide range of good quality resources appropriate for their age and stage of development.
- The quality of teaching is good. Staff assess children's development to identify what they already know and can do. Engaging and challenging activities are planned to encourage further development across the seven areas of learning, both indoors and outside.
- Staff ensure that the individual care needs of children are met. They build warm and caring relationships with children. They effectively promote independence, self-care routines and physical development to help children learn how to stay healthy and safe.

It is not yet outstanding because:

- Staff do not yet successfully encourage all parents to regularly share information about their children's learning at home.
- Staff are not always making the most of opportunities to encourage children to develop their creativity and express their own ideas.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to share what their children achieve at home and use this information to work together, so that children's learning is extended to the highest level
- enhance opportunities for children to use their own ideas and extend their creativity.

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 carried out a joint observation with one of the managers.
- The inspector held discussions with the managers, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the nursery.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff have a secure understanding of child protection issues, including the procedures for reporting concerns. Recruitment and vetting procedures are rigorous to check that staff are suitable for their role. The management team also completes supervisions to monitor the ongoing suitability of staff. There is an impressive training programme. Staff are encouraged to build on their qualifications and also complete training that helps them to enhance children's learning and development. The management team makes good use of staff meetings, visits by local authority advisers and parents' responses to surveys, to gather views about the quality of the provision. Parents make positive comments about the nursery. Staff link effectively with other early years providers when children attend more than one setting. There are also close and effective links with teaching staff from the local school to provide thorough support for children as they move into full-time education.

Quality of teaching, learning and assessment is good

Children approach their play with enthusiasm. They relish the opportunity to follow their own preferred learning style and choose where they wish to play. Staff create a language-rich environment where children enjoy conversations about what they know and enjoy. Children have access to a range of interesting books which they share in a group and on their own. They delight in exploring both natural and man-made sensory items. They use their imagination as they engage in a variety of role-play scenarios. However, sometimes staff overlook opportunities to extend children's creative skills further. Staff keep parents informed about their children's progress and share ideas for further activities. However, staff do not consistently gather information from all parents about their children's learning at home to complement their own assessments.

Personal development, behaviour and welfare are good

Key persons sensitively support children as they settle into the nursery or transfer to the next room. Children feel secure and persevere with their tasks. Appropriate rules are set in the nursery to encourage the children to understand the boundaries and keep themselves safe. Children's behaviour is good and any challenges are addressed quickly and appropriately. This helps to create an environment of sharing and understanding, and provides opportunities for everyone to enjoy their time together. Staff are continually developing the range of resources so they capture children's interests and develop their understanding of diversity in the community. Children also have plenty of opportunities to explore and discuss the world around them together.

Outcomes for children are good

Children make good progress from their starting points. They effectively develop the skills they need for future learning, and in readiness for starting school. Children who speak English as an additional language, disabled children and those with special educational needs, are supported well. Targeted strategies are effectively used to ensure that any gaps in their development are closed quickly.

Setting details

Unique reference number	EY451581
Local authority	Essex
Inspection number	1029619
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	56
Number of children on roll	62
Name of provider	St. Osyth Preschool CIC
Date of previous inspection	25 November 2014
Telephone number	07958047058

St. Osyth Preschool Nursery was registered in 2012 and is run by a community interest company. The nursery employs 13 members of childcare staff. Of these, one member of staff holds a relevant degree at level 6, eight staff hold an early years qualification at level 3 and one member of staff holds a qualification at level 2. The nursery opens from Monday to Friday, for 50 weeks of the year. Opening times are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those 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. 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 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

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

