

HCA Pre-School

Hullbridge Community Association, Pooles Lane, Hullbridge, Hockley, Essex, SS5 6PA



Inspection date

24 November 2015

Previous inspection date

14 March 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

- Warm and caring staff form very close bonds with children, expertly promoting their confidence and self-esteem. Children settle well and thrive in this welcoming pre-school.
- The manager's leadership skills are good and she has high expectations for the care, learning and development of children.
- Staff promote positive behaviour effectively and, as a consequence, children behave very well. Children share resources readily and show thoughtfulness towards each other.
- Parents are fully involved in their children's learning. Staff provide parents with ideas of how to extend their children's learning at home and consult with them regularly regarding their progress.
- Staff promote children's acquisition of language very effectively. They employ a range of teaching strategies and use interesting and stimulating resources. This means children's communication and language skills are particularly strong.

It is not yet outstanding because:

- Although the staff and manager monitor individual children's progress well, they do not yet use this information to plan for different groups of children, in order to accelerate their progress.
- There is scope to provide more opportunities for staff to share good teaching practice and reflect on their own and each others' skills, in order to drive up the standards of teaching across the setting.

What the setting needs to do to improve further

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

- use the information gained from monitoring to plan for different groups of children, in order to increase their levels of attainment even further
- increase the opportunities available for staff to share good practice, in order to raise the overall quality of teaching to a higher level.

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 manager.
- The inspector held a meeting with the 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 number of parents during the inspection and took account of their views.

Inspector

Lynn Weeks

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand how to keep children safe and know how to report any concerns they may have about a child's welfare. The manager and staff monitor the planning and assessment of individual children extremely well, ensuring that they make consistently good progress. However, they are not using this information to full effect to accelerate the progress of groups of children with similar characteristics or learning needs. Staff are well qualified and attend a good range of training, which develops their teaching skills. The supervision and appraisal process is robust. The manager uses self-evaluation well to identify the strengths and weaknesses of the setting and drive improvement. Parents' views are regularly sought regarding improvements to the pre-school. Good links with schools and other pre-schools are also established. This ensures continuity of learning for children who attend more than one setting.

Quality of teaching, learning and assessment is good

Teaching is strong. Staff plan for children's individual learning needs well. They accurately assess what each child knows and can do, and plan for their next steps carefully. This ensures children make good progress. Children concentrate well. Staff expertly extend children's learning during their self-chosen play. They learn about the properties of magnets and choose their own resources when involved in creative artwork. They practise their pincer grip in preparation for writing when playing with lentils. Younger children enjoy sensory play; they experiment with media, such as shaving foam. Every opportunity is taken to extend the children's mathematical knowledge, for example, they count their cards during a puzzle-matching activity. Children's physical skills are well promoted. During sessions in the well-resourced garden, they negotiate space confidently by carefully pedalling ride-on toys.

Personal development, behaviour and welfare are good

Empathetic staff understand each child's emotional needs. Staff are very positive role models, who actively encourage children to treat each other with respect and tolerance. Children are developing independence, for example, by finding their name labels and putting them on their pegs as they hang their own coats up. Children's health is well promoted. They have many opportunities for fresh air and exercise when they play outside. During snack time, children and staff discuss the range of healthy foods provided. Sensible hygiene procedures are followed to prevent the spread of infection.

Outcomes for children are good

All children make consistently good progress from their starting points. They are well motivated and keen to learn. They develop problem-solving skills and learn to be independent through a range of tasks. Consequently, children are well prepared for the next stage in their learning, including their move on to school.

Setting details

Unique reference number	402293
Local authority	Essex
Inspection number	855426
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	38
Number of children on roll	55
Name of provider	Hullbridge Community Association Committee
Date of previous inspection	14 March 2011
Telephone number	01702 232987

The HCA Pre-School was registered in 1976. The pre-school employs 12 members of childcare staff, of whom 10 hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm each day. The pre-school provides funded early education for two-, three- and four-year-old children.

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