

# St George The Martyr Pre-School



St George's Church Hall, Ongar Road, Brentwood, Essex, CM15 9EE

<b>Inspection date</b>	27 November 2015
Previous inspection date	17 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children successfully make choices and follow their interests, both indoors and outside. Staff plan a wide variety of interesting and challenging activities to motivate children and help them develop the skills they need for future learning.
- Children feel welcomed and loved by caring and experienced staff. These strong relationships provide good support for children's emotional well-being.
- Staff promote children's independence and hygiene skills very well. Children are provided with nutritious snacks and learn about healthy food options.
- Staff have high expectations of children and model appropriate language and behaviour. They effectively use successful behaviour management strategies to reinforce ideas and messages that are important, so children learn to behave responsibly.
- Staff maintain good partnerships with local schools and the other settings that children attend. They help to support continuity and good progress in children's learning and development.

### It is not yet outstanding because:

- The performance management of staff is not yet sharply focused on enhancing teaching skills to even higher levels.
- Staff do not always give all parents very precise information when discussing their children's progress.

## What the setting needs to do to improve further

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

- strengthen existing performance management arrangements to ensure that all staff are supported and inspired to raise the quality of teaching to an even higher level
- extend the sharing of information with parents about their children's achievements, progress and 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 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 reviewed evidence of the suitability and qualifications of the staff and committee members, 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 pre-school.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The two managers deploy staff effectively so that children are closely supervised and kept safe. Staff are fully aware of how to protect children. They clearly understand what they need to do if they have any concerns about a child's welfare. The committee follow safe recruitment and vetting procedures to check that staff are continually suitable to work with children. The staff team is well qualified and attends regular training. Staff have regular supervision meetings to review the quality of their work and to plan for their professional development. This is beginning to have some impact on improving the quality of teaching and learning. The managers closely monitor the progress of individual children and of groups of children, to ensure that no child gets left behind. They make sure that staff incorporate the targets of specialist agencies when planning activities for disabled children or those with special educational needs. They use additional funding wisely to help all children gain confidence and participate fully in activities.

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

Staff effectively use the information they gather from parents to plan for children's learning from the start. Children are motivated to explore, investigate and experiment during activities they choose for themselves. Staff play with children and use careful questioning to encourage children to think, speak and develop their skills in all areas. For example, children say numbers in the correct order and begin to use mathematical language as they weigh pasta and rice. Children eagerly look at books for pleasure and to gain information. They also take books home to share with their parents. Staff suitably observe and assess children's achievements. They plan future activities that build on what children know and can do. Overall, staff provide good levels of support for families and communication with parents is generally effective. Staff and parents work together to take a shared approach to developing children's learning, both in the pre-school and at home.

### Personal development, behaviour and welfare are good

Children develop secure attachments with their key person and they receive good emotional support. Staff raise children's self-esteem and regularly praise their efforts. Parents make very positive comments about the staff. They appreciate the way they help their children gain confidence when settling in. Staff support children to share toys, play well together and listen when they are given instructions. Children use good manners without being prompted and show respect to their friends and staff. They have plenty of opportunities to explore and discuss the world around them together. Children spend a lot of time outdoors and learn how to take risks safely and develop and extend their physical skills.

### Outcomes for children are good

All children are making good progress. This includes disabled children and those with special educational needs, and children who speak English as an additional language. They are effectively developing the skills they need to prepare them for the next stage in their learning, and in readiness for starting school.

## Setting details

<b>Unique reference number</b>	203635
<b>Local authority</b>	Essex
<b>Inspection number</b>	865209
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of provider</b>	St George the Martyr Pre-school Committee
<b>Date of previous inspection</b>	17 March 2010
<b>Telephone number</b>	07808 638 122

St George The Martyr Pre-School was registered in 1980 and is run by a committee. The pre-school employs eight members of childcare staff. Of these, one member of staff holds an early years qualification at level 4, four staff hold a qualification at level 3 and three staff hold a qualification at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9.30am until 12.30pm. The pre-school 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](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

