

Eastwood Community Pre-School



Eastwood Community Centre, Western Approaches, Southend on Sea, Essex, SS2 6XY

Inspection date

10 February 2016

Previous inspection date

30 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The quality of teaching is good. Children are provided with a wide range of activities which promote their all-round development. They make good progress and develop the skills they need for future learning.
- Children's needs are met as staff get to know families well and are very supportive. Staff also work closely with health professionals and specialist services to ensure disabled children and those with special educational needs get the support they need.
- The partnerships with parents are a real strength of the pre-school. Parents are well informed about their children's progress. Wide-ranging methods are successfully used to engage parents in their children's learning.
- The experienced and well-qualified staff work as a strong team. Ongoing and reflective evaluation results in continuous improvement in children's learning experiences. The manager, supervisor and staff team are ambitious and have worked hard to make improvements following the last inspection.

It is not yet outstanding because:

- On occasions, the size and organisation of larger-group activities does not ensure that children are always effectively engaged in their learning.
- The manager has recently introduced new behaviour management strategies. However, these have not yet been fully embedded to increase the youngest children's understanding of what is expected of them.

What the setting needs to do to improve further

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

- review and improve the planning and organisation of large-group activities and ensure children are fully able to engage in effective learning at these times
- support staff in applying the new strategies that consistently encourage the youngest children to manage their own feelings and help them to relate well to others.

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 the manager.
- The inspector held discussions with the manager, supervisor, 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, 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. Policies and procedures are robust and follow guidelines of the Local Safeguarding Children Board. Committee members have gained a greater understanding of their responsibilities. They now know to notify Ofsted of significant changes and events within the required timescale. The recruitment procedures are thorough and ensure that staff and committee members are suitable for their roles and responsibilities. Staff are encouraged to access ongoing professional development. The majority of staff hold current first-aid qualifications and all complete safeguarding training to enable them to keep children safe. The manager closely monitors the progress made by individuals and groups of children. The supervisor carries out regular observations of staff, in order to assess and target improvements in practice. This helps to ensure that the quality of teaching and children's learning is good.

Quality of teaching, learning and assessment is good

Staff assess children's progress regularly, in order to identify any gaps in their learning. They accurately plan each child's next steps using their observations and information they gain from parents. Staff are quick to identify areas where individual children's learning is slower than others and put targeted plans in place. Staff provide additional activities to support progress in areas where gaps in learning have been identified. Children's communication and language skills are developing well, including those whose starting points are lower. Children enthusiastically take part in conversations, learn new songs and share sign language during routines and as they play. Older children gain confidence in exploring the sound of letters, extending their knowledge of numbers and using simple calculation. Children are creative and particularly enjoy taking part in activities to mark cultural festivities and traditional events.

Personal development, behaviour and welfare are good

Staff are sensitive in the way they support children's developing independence. They offer cuddles to the newer children who find it harder to settle. Parents provide information right from the start to allow the key persons to offer personalised care routines that help children feel content and safe. Children enjoy making choices. They think about what they need to wear for different weather conditions before going outside to play. They also decide when they want to eat their snack. Plenty of praise and encouragement is given to raise children's confidence and self-esteem. Most children typically behave responsibly and the majority listen well and pay full attention. Staff interact with children in polite and respectful ways and they are beginning to encourage children to use good manners.

Outcomes for children are good

Children make good progress from their individual starting points. Children develop a positive attitude towards learning new things. They are well prepared for the next stage of their learning and their eventual move on to school.

Setting details

Unique reference number	119473
Local authority	Southend on Sea
Inspection number	1030055
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	42
Number of children on roll	71
Name of provider	Eastwood Community Playgroup Association Committee
Date of previous inspection	30 September 2015
Telephone number	07986 982697

Eastwood Community Pre-School was registered in 1980 and is one of two settings run by the same committee. The pre-school employs 14 members of childcare staff. Of these, 13 staff hold appropriate early years qualifications. There are two staff with an early years degree at level 6, one member of staff has a qualification at level 4 and 10 staff hold a qualification at level 3. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9.15am until 3pm on Monday, Wednesday, Thursday and Friday, and from 9.15am until 12.45pm on Tuesday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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