

The Centre Pre-School

Lifelong Learning Centre, Ely Way, Basildon, Essex, SS14 2EQ



Inspection date	19 April 2016
Previous inspection date	12 July 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
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 safeguarding of children is not robust. Ofsted has not been notified of changes to the pre-school committee and Disclosure and Barring Service checks have not been carried out to confirm their suitability.
- Effective systems to check on different groups of children in the setting and the precise progress they are making are not yet in place.
- Children who require additional help are very well supported. Staff liaise effectively with other professionals, which quickly establishes any additional support needed based on each child's unique needs.

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 good progress children make.
- The outdoor environment provides children with many opportunities to move and be active. Children are provided with opportunities for challenge both physically, through moving in a variety of ways, and intellectually, through discovering exploring, experimenting, observing and problem solving.
- Staff know all children very well. They complete regular observations and assessments to identify what children can do and their next steps for learning. Staff use the information to effectively plan learning experiences that promote children's development. Therefore, children learn the skills they need to prepare them for the move on to school.
- Children who require additional help are very well supported. Staff liaise effectively with other professionals, this quickly establish any additional support needed based on each child's unique needs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register 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. 03/05/2016

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

- sharpen the focus on checking the assessment of different groups of children to ensure they make the best progress possible in their learning
- improve self-evaluation processes and make sure that any weaknesses in the provision are quickly identified and swiftly addressed.

Inspection activities

- Prior to the inspection, the inspector viewed the previous report and information held by Ofsted.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the nominated person and pre-school manager. 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.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider does 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. However, staff are well trained in recognising signs of abuse and clearly understand how concerns are dealt with. The pre-school continually assess any risks to children and adapts the environment to take account of individual circumstances. Staff have regular meetings with the manager and are encouraged to attend further training to enhance their practice. Parents provide information about what their children can do when they first attend the pre-school. Staff use this, along with their initial observations, to identify children's starting points. Staff continue to share information about children's progress. Staff value the good relationships in place with parents. Parents speak very positively about the pre-school and the support provided by staff.

Quality of teaching, learning and assessment is good

The effective organisation of the good quality equipment indoors and outside helps capture children's interest and sparks their curiosity from the minute they arrive. Staff promote children's communication and language development well. They help to widen their vocabulary by introducing interesting words into their play. Children are confident to operate simple technology, as they take photographs of each other using the pre-school camera. Group activities, such as circle time, are organised so that the challenge is appropriate to their age and matches the skills of children in the group. On a daily basis, staff skilfully recognise when to ask additional questions to help children extend their learning. For example, they ask children to consider what will happen when children pour water and place balls down guttering. This allows children to think and predict what they think and test out their ideas.

Personal development, behaviour and welfare are inadequate

The provider has not taken sufficient 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 party to information about children and families. As a result, children's welfare is not assured. However, the established key-person system is effective in helping staff to build positive relationships with children and their families. Staff are patient and encouraging. Children are afforded plenty of time to master skills that help them become independent, such as dressing for themselves. Children are well behaved and the staff's kind and polite approach provides them with a good model of how to interact with each other.

Outcomes for children are good

Children develop independence and have good dispositions to learn through play. Staff interact well with children. All children make good progress for their age. Staff support children to communicate clearly, concentrate well and listen attentively. These skills support children's learning well and prepare them for starting school.

Setting details

Unique reference number	650006
Local authority	Essex
Inspection number	848081
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	55
Name of provider	The Centre Pre-school Committee
Date of previous inspection	12 July 2011
Telephone number	01268 281591

The Centre Pre-School opened in 1976. The pre-school employs nine members of childcare staff. Of these, all staff have appropriate childcare qualifications ranging from level 2 to level 4. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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