

# Billericay Catholic Preschool



Canon Roche Centre, Laindon Road, Billericay, Essex, CM12 9LL

<b>Inspection date</b>	27 April 2016
Previous inspection date	17 June 2011

<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

- Teaching is good. The experienced manager and the well-qualified staff work hard to create a welcoming and stimulating environment. This helps to encourage children to become inquisitive learners and to be motivated in their play. Children show that they are confident and eager to learn.
- The key-person system is effective. All staff are clear about their role in helping children to feel secure and settled so that they are happy to explore. They are very nurturing and attentive to children's needs. This helps to support children's emotional well-being.
- There are very good procedures in place to support children with special educational needs or disability. A member of staff specialises in ensuring that their needs are very well known by all the team. Staff understand the importance of working closely with parents and other professionals involved in children's lives so that consistency in children's care and learning is provided.
- The committee members are highly valued. Together with the staff team, they continually reflect on the experiences provided to children. They seek ways in which to enhance children's learning. The manager includes the views of parents to drive improvements forward and to meet the needs of the children and their families.

### It is not yet outstanding because:

- Although children make good progress, staff do not always plan adult-led group times in enough detail so that the younger and most-able children's progress accelerates even further.

## What the setting needs to do to improve further

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

- enhance the planning of group activities so that teaching is even more effective to fully meet the younger and most able children's developmental needs.

### 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 spoke to the manager, the committee chairperson, staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She also checked the suitability of the committee members.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback left with the manager.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

There is strong leadership and good teamwork. Staff are motivated and there are good procedures in place to support staff in continually improving their skills and knowledge through regular training and supervision. Most recently, this has helped to increase children's awareness of phonics. Staff monitor children's progress and share this with parents, who contribute to the planning. The arrangements for safeguarding are effective. All staff attend regular child protection training. They know the procedures to follow if they are concerned about a child's welfare. The manager and staff have built good relationships with the local schools. They share information that helps to support children's move on to school.

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

Children are enthusiastic learners and happily explore the wide range of toys and resources. This helps to promote their independence and eagerness to learn. For example, children love exploring lentils and pasta. They concentrate for a long time filling and emptying various sized containers. Good discussions help younger children to make connections in their learning and they learn new words, such as bigger and full. Overall, staff use good teaching strategies. At times, group activities involve many children and some become less interested in the activity provided. Staff effectively use visual aids, puppets and sign language during specific teaching sessions, such as story and singing times. This helps to gain children's attention and supports their listening skills.

### Personal development, behaviour and welfare are good

Parents speak highly about the pre-school. They say that their children's social skills have increased since starting. Staff provide consistent messages to encourage children to treat each other with respect. For example, they are reminded to use kind hands and not to run indoors. Staff work closely with parents to help develop children's independence with their personal care. Healthy snacks are provided and staff encourage children to serve their own food and drinks. Children's safety is promoted at all times and they have access to fresh air each day. They know how to negotiate space when riding scooters and bikes indoors and outdoors. This helps to support their physical development.

### Outcomes for children are good

Children enjoy a good range of stimulating and exciting activities. They enjoy learning, such as discovering the life cycle of tadpoles and caterpillars. Children's literacy skills are well supported through a variety of teaching strategies, such as the creation of postcards, which children post to their own homes. Children share books with their friends and show an early interest in reading. They learn about the wider world through regular outings and visitors to the pre-school. Children confidently count and are able to recognise shapes. The planting and growing of flowers and vegetables are effectively used to increase children's understanding of size and measurement. All children make good progress, including children with special educational needs or disability. They develop the key skills needed for the next steps in their learning, such as starting school.

## Setting details

<b>Unique reference number</b>	203437
<b>Local authority</b>	Essex
<b>Inspection number</b>	865198
<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 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Billericay Catholic Pre-School Committee
<b>Date of previous inspection</b>	17 June 2011
<b>Telephone number</b>	07980 411925

Billericay Catholic Preschool was registered in 1968. It is led by a committee. The pre-school employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and three members of staff hold qualifications at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.30am to midday. On Monday and Tuesday there is a lunch club and an afternoon session. This session runs from 12.30pm to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs or disability.

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