

# Bellhouse Preschool

Ramsden Bellhouse Village Hall, Church Road, Ramsden Bellhouse, Billericay, Essex,  
CM11 1RT



<b>Inspection date</b>	8 June 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 are confident and independent learners and benefit from a broad range of activities and resources, both indoors and outside. They make good progress and develop the skills they need for future learning.
- There is a well established key-person system. Staff know children well and understand their interests and capabilities. Key persons use their observations and assessments effectively to plan for children's next steps in learning.
- Effective, individualised support is provided for children who have special educational needs or disability and staff are proactive in making links with the other professionals involved. They work together successfully to ensure that children and families get the support they need.
- Children effectively learn to adopt safe and healthy lifestyles. They can explain why they need to protect themselves and wear sun hats, use sun lotion and drink plenty of water in hot weather.
- The management team demonstrates a good commitment to continually making improvements to outcomes for children. Regular reviews, which take into account the views of staff, parents and children, help to make sure the pre-school is continually improving.

### It is not yet outstanding because:

- Although the manager has a good overview of the progress of individual children, she is not yet closely monitoring the progress made by different groups of children.
- Staff do not fully engage parents in consistently sharing information about what their children are achieving at home, in order to better complement the learning in the pre-school.

## What the setting needs to do to improve further

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

- monitor the progress of groups of children and use this information to assess whether the provision for different groups can be enhanced further
- explore more ways to encourage parents to share what they know about their children's learning at home.

### 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, nominated person, staff and children.
- The inspector viewed a sample of 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 written testimonials obtained by the pre-school.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Safe recruitment practices are followed when new staff are employed. All staff receive good support and training to ensure they understand their roles and responsibilities for safeguarding children. They know the steps to take if they are concerned about the safety or well-being of a child. The safeguarding procedure in relation to the use of mobile phones and cameras is strictly adhered to. The managers and staff team have good opportunities to gain new ideas and share best practice by visiting and meeting with other settings. They are all very receptive to the information they receive from their local authority advisers. Staff have appraisals and meetings to support their performance management. Activities are evaluated and the learning environment is regularly reviewed to ensure children have plenty of challenge to enable them to make good progress.

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

The well-qualified staff have a good understanding of how young children learn. They use effective dialogue and questioning, and well planned and spontaneous activities, to support children's all-round development. Children become confident talkers and are eager to investigate, experiment and ask questions to find out more. They excitedly go on bug hunts in the outdoor area. They eagerly point out and examine the snails and insects they find. Staff encourage children to use their imagination as they take part in role play scenarios. Children develop a good understanding of letters, numbers and colours through play-based activities. Parents speak highly of the staff and the service they provide. They comment that their children's confidence, social development and communication skills have improved since attending the pre-school.

### Personal development, behaviour and welfare are good

Children have warm and friendly relationships with staff and their friends. They seek out staff to share their achievements and efforts and also when in need of comfort and support. Children confidently move freely between the indoors and outdoors to access the resources and activities of their choosing. They enjoy being active and develop good balance and coordination when riding wheeled toys. Staff are calm role models and play alongside children, helping them understand how to share and take turns. This helps children to develop a secure understanding of good manners and acceptable behaviour. Children gain a good knowledge and understanding of diversity through using a range of resources in everyday play. They also take part in activities to mark events in the religious and cultural calendars.

### Outcomes for children are good

Overall, all children make good progress from their different starting points. They enjoy their learning, are observant and curious. Children's independence is effectively promoted. At snack time, children make their own choices, pour their own drinks and help to clear away once finished. Partnerships with the schools that children move on to are well established. This helps children to prepare emotionally and develop the skills they need for the eventual transfer to full-time education.

## Setting details

<b>Unique reference number</b>	EY488636
<b>Local authority</b>	Essex
<b>Inspection number</b>	1013014
<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>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Bellhouse Preschool Partnership
<b>Registered person unique reference number</b>	RP909336
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07881 448686

Bellhouse Preschool was registered in 2015 and is run by a formal partnership. The pre-school employs eight members of childcare staff. Of these, five staff hold an appropriate early years qualification at level 3 and one member of staff holds a qualification at level 2. The pre-school opens Monday to Friday, during school term time. Sessions are from 9.30am to 12.45pm on Monday, Tuesday, Thursday and Friday and from 9.15am to 3.15pm on Wednesday. The pre-school provides funded early education for three- and four-year-old children. It supports children who have special educational needs or disability.

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