

St. Paul's Pre-school (Basildon) Ltd

Ballards Walk, Lee Chapel North, Basildon, Essex, SS15 5HL



Inspection date	23 March 2016
Previous inspection date	20 March 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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 make good progress. The management team and staff work hard to ensure that parents and other professionals contribute and work with them to promote children's learning and development.
- Children's individual next steps for learning and care needs are planned effectively. The key person makes sure relevant information is gathered about children's starting points and what they need to learn next, and communicates this well with the rest of the staff team.
- Outcomes for all children are good. This is because staff are skilful at identifying any potential disadvantages to learning and taking appropriate action to close any gaps for groups or individuals.
- Leaders and managers have worked well to drive improvement from the last inspection. They take into account the views of all of the staff, parents and children when they make changes to the provision.
- Planning, observation and assessment is checked to make sure it is accurate. This provides valuable information to inform children's next steps while they are at the preschool, and when they move on to other providers and school.

It is not yet outstanding because:

- Some of the questioning by staff as they interact with the children does not encourage children to think for themselves to solve problems and be active learners.
- Recent improvements to the outside area do not include resources to help children observe the natural environment and changes that occur.

What the setting needs to do to improve further

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

- enhance staff's questioning techniques so that children are encouraged to solve problems for themselves and take the initiative
- complete the implementation of the action plan for the outside area to provide more opportunities for children to learn about the natural environment and the world around them.

Inspection activities

- The inspector observed staff and children inside the hall and in the outside area at the pre-school.
- The inspector spoke to staff and children during the inspection.
- The inspector held a meeting with the registered provider and manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of the suitability of staff working with the children and other records, documents, policies and procedures relevant to the inspection.

Inspector

Cheryl Langley

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff team work well together to meet the statutory requirements. Improvements have been made since the last inspection. Training and steps to enhance staff practice have benefited the children. For example, staff adapt activities, guidance and support to suit different ages and abilities. Roles and responsibilities are clearly defined. There is good communication between the staff team. Early Years Pupil Premium Funding for individual children is used to improve their life chances. For example, one-to-one support helps children whose attendance varies or for those who require additional assistance with their speech and language. Staff keep children safe. They know what to do to protect children if they have any child protection concerns.

Quality of teaching, learning and assessment is good

Children are happy and take part in challenging activities in all areas of learning while working at their own pace. For example, younger children take time to place shapes to complete puzzles or match pictures using information technology. Staff are keen to take part in children's play and question them to encourage conversations and learning. On occasion however, staff do not provide opportunities for children to solve problems for themselves. For example, a member of staff asks a child if they need a bigger saucepan and then answers before allowing the child to respond. Assessment accurately records children's achievements to enable staff to plan effectively and share information with parents about their children's progress.

Personal development, behaviour and welfare are good

When children join the preschool a key person is assigned to determine their starting points and to be a point of contact for parents. Children form positive relationships. They become confident and soon learn to share resources and initiate games. Staff are good role models, promoting suitable behaviour and social skills, such as good manners. The pre-school works well with others, sharing information to benefit the children while they attend pre-school and in preparation for school. Children have fun using their imaginations while playing outside. They enhance their physical skills using different utensils. Staff are developing the outside space to include resources which help children understand the natural environment.

Outcomes for children are good

Children learn to communicate effectively. Older children are beginning to write their names and match sounds to letters. Staff are keen to listen to children. They repeat what they say sensitively to extend their speaking skills. Staff use toys and resources to encourage this. For example, a young child describes a toy in the sensory area as, 'Soft like mummy'. Children acquire useful mathematical skills and confidence to try new activities. For example, children compare balls made with dough, pointing out which is 'bigger' or 'smaller'. More able children draw and identify shapes. They are developing socially and beginning to cooperate well with their peers, sharing ideas and equipment. Children are beginning to take care of themselves independently. They have the required skills to prepare them for school.

Setting details

Unique reference number	EY471652
Local authority	Essex
Inspection number	1051489
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	0 - 17
Total number of places	26
Number of children on roll	60
Name of registered person	St. Paul's Pre-school (Basildon) Ltd
Registered person unique reference number	RP901924
Date of previous inspection	20 March 2015
Telephone number	07534 978711

St. Pauls Pre-School (Basildon) Ltd was registered in 2013. It is open Monday to Friday during school term times. Sessions are from 8.50am until 11.50am Monday, Tuesday, Wednesday, Thursday and Friday; 11.55am until 3.55pm on Monday and Thursday and 11.55am until 3.25pm on Wednesday and Friday. The pre-school employs 11 staff, nine of whom hold appropriate early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

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