

St Paul's Busy Bees Pre-School Nursery

St. Pauls Church, Arrowsmith Road, Chigwell, Essex, IG7 4NZ



Inspection date

27 September 2016

Previous inspection date

13 September 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not ensure that progress checks for children between the age of two and three years are completed to identify children's stage of development and areas to improve, and share information with parents.
- The manager does not support staff effectively to help ensure that they monitor children's progress consistently and plan challenging learning experiences for them all. This does not consistently help to support staff to plan experiences based on children's individual learning needs and to fully prepare children for the next stage in their learning.
- Staff do not consistently provide information to parents about the next steps in children's learning and about how parents can support children's learning at home.

It has the following strengths

- Staff are caring and provide a welcoming environment for children. They display activities attractively and children enjoy their time in the setting. Staff gently support children who are new to the setting to help them adapt to change.
- Some group activities are successful, particularly for older children. For example, some older children enjoy writing their names on their dinosaur pictures. Staff use the outside sensory space well, for example, they teach children about how plants grow and encourage children's thinking skills as they explore.
- Children enjoy daily physical play. For example, they ride scooters and play ball games.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ complete the required progress check for children between the ages of two and three years to provide a written summary of their stage of development, and ensure that copies are given to parents	27/10/2016
■ improve performance management processes to ensure that all staff monitor and plan effectively for children's development and address any identified gaps in children's learning.	27/11/2016

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

- review how staff plan activities to provide challenge for, and precisely meet, all children's learning needs
- build on the partnerships with parents to fully establish a two-way flow of information about all children's progress to support continuity in their learning even further.

Inspection activities

- The inspector carried out a joint observation with the manager and held discussions about children's play, learning and progress.
- The inspector spoke with children, parents, staff and the manager at appropriate times during the inspection.
- The inspector sampled staff files and children's development folders.
- The inspector observed activities and routines in all areas of the setting.

Inspector

Lesley Hodges

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has addressed previously identified weaknesses. She implements some processes to monitor staff practice, such as observing them as they engage with children. However, she does not support staff effectively to address gaps in children's learning to help children make the best possible progress. The manager does, however, identify some areas for improvement, sometimes with the help of her partnership with external agencies. For example, staff now promptly make observations of new children to establish their starting points. Safeguarding is effective. Staff have secure knowledge of how to recognise if a child is at risk of harm, such as from extreme behaviours and views. Staff minimise risks to children's safety and teach them how to use equipment safely.

Quality of teaching, learning and assessment requires improvement

The quality of teaching, such as during some group activities, is variable and does not always engage younger children. For example, planned number activities do not match children's learning needs and children become bored. The manager and staff observe children's progress; however, plans for the next steps in children's learning are inconsistent. Staff do not always recognise when these next steps have been achieved and miss opportunities to provide further challenging learning experiences for children. Staff do not always complete the required two-year-old progress checks, to establish children's progress and share the information with parents. Staff provide parents with some feedback about children's daily activities; however, staff do not work effectively in partnership with all parents to help extend children's learning at home. Children choose activities confidently and staff organise resources well. For example, children use their imagination as they play in the role play area pretending to wash and fix cars.

Personal development, behaviour and welfare require improvement

Staff do not always tailor activities effectively to meet each child's learning needs. However, children feel secure in the setting and play together cooperatively. Staff teach children to respect each other. For example, children share their news of family events. This supports their understanding of others' needs and family customs. Children enjoy healthy snacks, such as fruit, and they play in the fresh air each day. These activities help to support children's understanding of healthy practices.

Outcomes for children require improvement

Children make steady progress from their starting points. However, inconsistencies in some aspects of staff practice mean that children do not make the best possible progress. Children learn some key skills to prepare them for their future learning. For example, they wash their hands and learn about the importance of good hygiene routines. Children enjoy story times and learn about size and weight.

Setting details

Unique reference number	EY437163
Local authority	Redbridge
Inspection number	1059071
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	60
Number of children on roll	109
Name of registered person	St Paul's Church Hainault Committee
Registered person unique reference number	RP905262
Date of previous inspection	13 September 2012
Telephone number	07985476284

St Paul's Busy Bees Pre-School registered in 2011. It operates from the premises of St Paul's Church, in Chigwell, in the London Borough of Redbridge. The pre-school operates on Monday, Tuesday, Thursday and Friday, term time only. Sessions operate from 8am to 4.30pm. The pre-school receives funding for the provision of fee early education for children aged two, three and four years. The pre-school employs 36 staff including the manager. The manager holds an appropriate early years qualification at level 4, 16 staff hold a qualification at level 3, and four staff hold a qualification at level 2.

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