

# Bournes Green Pre-School

St Augustine's Hall, Johnstone Road, Thorpe Bay, Southend On Sea, Essex, SS1 3NG



<b>Inspection date</b>	20 October 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

- Managers have an accurate understanding of what the pre-school does well and where further improvement is needed. A strong partnership with parents and others supports children's good progress, including those at risk of delay.
- Staff are aware of each child's individual needs through the effective key-person process and good communication with parents. They support children well to make good progress from their starting points.
- Staff have a good understanding of how children learn. They know what different aged children are expected to achieve in each area of learning. This helps them identify where children need additional support to help them catch up.
- Managers and staff have high expectations of themselves and of what the children can achieve. Effective use is made of the attractive environment and good quality resources to provide children with a range of activities that supports their early learning well.

### It is not yet outstanding because:

- Staff do not always give younger children enough time to use spoken language to express themselves and older children time to organise and express their thinking and ideas.
- On occasion, children are not consistently engaged and involved in some large-group activities.

## What the setting needs to do to improve further

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

- provide more opportunities for younger children to use talk to connect ideas and older children to organise, sequence and clarify their thinking and ideas
- support children to become consistently engaged and involved in large-group activities.

### Inspection activities

- The inspector observed the staff's interaction with children during activities indoors and outdoors.
- The inspector carried out a joint observation of activities with the manager.
- The inspector sampled a range of documents, including records relating to children, and staff suitability checks and training records.
- The inspector had discussions with the manager and available staff, and talked to parents to obtain their views of the pre-school.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are aware of their role in keeping children safe and know who to contact if they have concerns about a child's welfare. The manager has robust procedures for recruitment and checking the ongoing suitability of staff. Staff attend child protection training and have a good knowledge of the signs and symptoms of abuse. They confidently explain the reporting procedures in place for if they have a concern about a child in their care. In addition, regular team meetings provide opportunities for staff to keep abreast of changing legislation. The pre-school is led by an ambitious manager who, together with her team, is committed to providing a high-quality service for children and parents.

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

Staff routinely use the information they already know about children well when planning activities. They observe children to assess their abilities. Assessments are accurate and used to plan for children's next steps in learning. Older children enjoy carpet time. They listen intently to a favourite story and adults help them to recall the story at the end. Younger children join in with action songs and decide which familiar songs they want to sing next. Toddlers enjoy the sensory experience of manipulating paint with their hands and use a range of tools to make marks on paper. Older children enjoy spending time with the teacher. They show concentration skills as they look at the pictures, name what they see and match it to the correct colour.

### Personal development, behaviour and welfare are good

Staff are positive role models. Behaviour is good and staff are consistent in their approach to behaviour management. New children settle well and staff sensitively meet their care needs. Staff help to prepare children emotionally for their future education. They invite teachers to visit the pre-school to meet the children and share information about their achievements. Children have plenty of opportunities for fresh air and to be physically active. They ride wheeled toys and enjoy the climbing frame and tunnels. Mealtimes are organised well. Children follow good hygiene procedures, including washing their hands before food.

### Outcomes for children are good

Children are eager to learn. Their personal, social and emotional development support them to focus on what they are doing and to have the confidence to carry out new tasks. Younger children are encouraged to persevere, for example, while putting on their coats to go outdoors. They carry out instructions without fuss and know routines, such as lining up to wash their hands before eating. They gain the key skills that help prepare them for school, including early language, good physical development and independence. All children make good progress, given what they know when they start.

## Setting details

<b>Unique reference number</b>	EY479788
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	982742
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Emmpire Limited
<b>Registered person unique reference number</b>	RP910205
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07769 626502

Bournes Green Pre-School originally opened in 2005 and re-registered as a limited company in 2014. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications. The pre-school opens Monday to Friday during term time. Sessions times are from 9am to 12 noon. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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