

Wesley Preschool Benfleet

Rear Entrance of Methodist Church, Hall Farm Road, Benfleet, Essex, SS7 5WS



Inspection date

11 November 2016

Previous inspection date

15 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Since the last inspection, the manager and staff team have made successful improvements and implemented positive changes. These have improved the assessments of children's development, as well as raised the quality of teaching and learning.
- Staff work very well together and provide various learning opportunities. They have strong organisational skills and make good use of space and resources. Children are engaged in their chosen activities and are engrossed in their play.
- Parents speak very highly of the pre-school. Staff invite parents to attend profile meetings where they discuss children's progress and next steps for learning. This ensures there is a continuity of learning between home and the pre-school.
- Effective deployment of staff and a well-established key-person system help children to form strong, secure and emotional attachments. This helps them to be emotionally ready for their future learning.

It is not yet outstanding because:

- Staff do not always gather in-depth information from parents when children first start at the pre-school, in order to make highly accurate assessments of children's starting points in learning.
- Systems to monitor the achievements of different groups of children are not yet precise enough to help staff in targeting teaching more effectively, supporting all children to make the best possible progress.

What the setting needs to do to improve further

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

- gather more information from parents about children's achievements at home, so that children's starting points in learning can be more accurately assessed and learning planned for at the earliest opportunity
- monitor the progress made by different groups of children so that any variations in learning are quickly identified and addressed to increase the potential for all children to achieve at the highest level.

Inspection activities

- The inspector observed teaching and learning in the indoor and outdoor learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector checked the evidence of staff suitability and qualifications.
- The inspector held a meeting with the manager of the setting. She looked at relevant documentation, such as the pre-school's self-evaluation.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a robust understanding with all staff about how to keep children safe in the pre-school. They know who to contact should they have any concerns about a child's welfare. Clear procedures are in place for managing any allegation that may be made against a member of the staff team. Good supervision and training arrangements are in place to help the well-established staff to improve the effectiveness of their teaching. Procedures for self-evaluation are good. The manager and committee seek the views of parents, staff and children in order to identify areas for improvement. This supports children's outcomes over time. Staff liaise closely with other early years providers to support children and their families, enabling them to work well together and effectively meet children's needs.

Quality of teaching, learning and assessment is good

Staff plan a range of activities that is appropriate to each child's interests and supports their next stages of development. Staff communicate well with each other. As they observe children's achievements, staff make notes about what they have seen. This then feeds into planning for each child. Children's language is very well supported because staff engage with children in interesting conversations. Staff speak clearly, use visual aids and make eye contact as they talk with children. This supports their language development, including those who speak English as an additional language. Children are developing good skills in mathematics. They talk about the quantities of ingredients needed when making play dough and have lots of fun experimenting with different textures and smells as they mix together flour, water, food colouring and different spices. They delight as they watch it change into a doughy texture and squash and squeeze it using their fingers.

Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment where children demonstrate a sense of belonging and feel secure. This contributes to the high levels of confidence children demonstrate. Staff effectively promote children's physical well-being. Children benefit from regular fresh air and exercise as they frequently spend time outdoors. They learn about the importance of a healthy diet as they discuss the benefits of water, fruit and vegetables during snack and meal times. Staff have a consistent approach to managing children's behaviour. Children quickly learn what is expected of them and behave well. Staff help children to develop their independence, which helps to prepare them for when they start school. For example, children learn to put on their coats and take responsibility for clearing up after activities. Children learn to value people who are different from themselves, providing them with good levels of tolerance and respect for others.

Outcomes for children are good

Children are eager and energetic learners who explore their environment and enjoy learning. Children develop the skills they require in readiness for school. They use resources, such as paint, pencils and crayons, to make their own marks on paper. They listen with interest at group time, demonstrating their understanding by responding well to comments and questions asked by the staff.

Setting details

Unique reference number	203614
Local authority	Essex
Inspection number	1045161
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	45
Name of registered person	Wesley Preschool Benfleet Committee
Registered person unique reference number	RP904714
Date of previous inspection	15 January 2016
Telephone number	07592 841 634

Wesley Preschool Benfleet registered in 1997 and is run by a voluntary committee. The pre-school operates from a church hall in Benfleet, Essex, which is a shared premises. The pre-school employs 10 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 2 and seven members of staff hold an appropriate qualification at level 3. The pre-school opens Monday to Friday, during term time. Sessions are from 9.10am until 12.10pm, with a lunch club operating until 1pm on Mondays and Tuesdays. On Wednesdays and Fridays, the pre-school operates until 3pm. The lunch club closes at 12.45pm on a Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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