

Johnstone Road Pre-School

Methodist Church Hall, The Broadway, THORPE BAY, Essex, SS1 3HQ



Inspection date

22 May 2017

Previous inspection date

8 June 2015

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

- The staff team shows dedication and commitment to providing a good quality service for children and their families. Staff work cohesively to promote the care and learning for individual children. The staff team endeavours to find solutions to making continuous improvements to the setting.
- Children's communication and language development are given priority in the setting. Staff, some of whom specialise in speech development, use clear speech, gestures, eye contact and expressions to extend children's skills in communication. This helps to support children with recognised speech delays and those who speak English as an additional language.
- Children's physical well-being is promoted well. Staff support this by giving children the skills and knowledge to keep themselves healthy. Children wash their hands independently, choose to play outside in the fresh air, help themselves to drinks and discuss the importance of healthy food and snacks.
- The partnerships with parents are very positive. Parents receive regular up-to-date information about their children's progress. Special events and achievements at home are shared to provide a full picture of children's development.

It is not yet outstanding because:

- During some routines, staff do not always provide children with experiences that extend and consolidate their learning, particularly during group activities.

What the setting needs to do to improve further

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

- develop a more flexible approach to daily routines in order to support children's learning to their full potential
- extend the support for all children to help them in preparing for their transition to school.

Inspection activities

- The inspector observed staff and children in both the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a wide range of documentation, including policies, children's records and suitability checks for staff.
- The inspector took into consideration the setting's self-evaluation form.
- The inspector spoke to a number of parents/carers during the inspection.

Inspector

Claire Parnell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Children show an understanding of keeping themselves safe. For example, they tell staff when the doorbell rings, knowing that staff must answer the door. Staff have a clear knowledge of procedures to follow if they have a concern about a child in their care. Staff attend regular training and take an active role in evaluating their performance. Staff are vigilant and supervise children well, providing a safe and secure environment to allow children to explore freely both indoors and outdoors. The partnerships with other professionals are effective. Staff liaise well with other agencies who support children and their families, particularly those children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Children participate in a wealth of experiences. The setting is well resourced and children freely choose where to play. Staff provide a good balance of child-initiated and adult-led play. They cleverly change the level of teaching for children's different abilities. They encourage children to experience different areas of learning through the same activity. Staff know the children extremely well and use information from parents and observations to provide activities relating to their interests and preferences. Children who are not actively involved in outdoor play are encouraged to participate in physical activities indoors. For example, staff encourage children to play hopscotch, encouraging new physical skills, introducing numbers and problem solving. Children also learn to take turns and cooperate in their play. The effective assessment programme helps staff to identify children's starting points, plan for their next steps in learning and observe their ongoing achievements.

Personal development, behaviour and welfare are good

Children make positive attachments with all staff. This helps them to feel safe, secure and reassured in their play environment. Staff build high levels of enthusiasm through encouragement and praise. As a result, children's independence and confidence are supported well. Children's positive behaviour is highly encouraged. Staff act as good role models, working well as a team. Children replicate this by forming friendships and learning the difference between right and wrong.

Outcomes for children are good

Children are making good progress. They confidently explore and experiment in their play. For example, young children play with foam where they smell, touch and talk about the foam, exploring it with their hands. Children become confident talkers and older children express themselves articulately. Children are well prepared for the next stage in their learning.

Setting details

Unique reference number	119487
Local authority	Southend on Sea
Inspection number	1089220
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	2 - 4
Total number of places	35
Number of children on roll	60
Name of registered person	Vivian Amelia Margaret Daltrey
Registered person unique reference number	RP512599
Date of previous inspection	8 June 2015
Telephone number	01702 582791

Johnstone Road Pre-School was registered in 2000 and operates from a community hall in Thorpe Bay, Southend, Essex. The pre-school employs 10 members of childcare staff. Of these, six hold an early years qualification at level 3 and two hold level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am to 3pm on Monday, Tuesday and Thursday, and from 9am to midday on Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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