

# St Annes Preschool

St. Annes Road, Canvey Island, Essex, SS8 7LS



## Inspection date

25 May 2017

Previous inspection date

28 April 2015

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:

- Activities are not always planned effectively to meet and challenge the needs of the children involved to fully support them to make good progress.
- Staff have not had appropriate training so they fully understand how to recognise and support children who may be at risk of being exposed to extreme views.
- The quality of teaching is variable. Staff do not consistently demonstrate that they have the appropriate skills and knowledge required to offer quality learning and development experiences for all children.
- The monitoring of achievements of different groups of children is not yet precise enough to help staff influence their teaching more effectively.

### It has the following strengths

- Toys and equipment are attractively presented and easily accessible to children. This helps them to be motivated learners who are confident to explore and test things out.
- The staff team has established secure links with local schools. Information is shared about children's learning and development to support continuity in learning.
- Parents speak positively about the pre-school. They feel involved and included in their child's learning and they comment on how their children enjoy attending each day.
- The manager and staff team demonstrate an understanding and ability to make the necessary changes to bring about improvement. They use additional funding well to tailor activities to children's individual needs and interests.

## What the setting needs to do to improve further

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

### Due Date

- |   |            |
|---|------------|
| ■ use observations and assessments to consistently plan challenging activities that build on what children already know and help all children make consistently good progress | 06/07/2017 |
| ■ provide staff with safeguarding training to ensure they understand how to recognise and support children who may be at risk of being exposed to extreme views.              | 06/07/2017 |

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

- 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 make good progress
- improve the monitoring of all aspects of practice across the pre-school to promote improved outcomes for all children.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a few parents during the inspection and took account of their views.

## Inspector

Tina Mason

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The pre-school has good systems in place to check the ongoing suitability of staff who work with children. Staff can identify the possible indicators of abuse or neglect and know the appropriate action to take if they have a concern about a child. Staff are vigilant when supervising children, both indoors and outside. However, some staff are less confident in their knowledge of the procedures to follow regarding children who may be exposed to extreme views. The manager is involved in the care of children and is able to observe and mentor staff. However, she does not use this opportunity to best effect to identify aspects of teaching that require further improvement. The manager is not consistently monitoring the progress of all groups of children. As a result, staff cannot fully demonstrate how well they are improving outcomes for children.

### Quality of teaching, learning and assessment requires improvement

Assessments of children's ongoing, steady progress are completed and monitored. However, staff do not use this information well enough to apply good enough teaching strategies to challenge children. Staff support children's developing communication and social skills well. They talk to children about what they see them doing as they play. Children join in conversations eagerly with staff. Children enjoy creative play and use different tools effectively to investigate and encourage small-muscle skills.

### Personal development, behaviour and welfare require improvement

Weaknesses in teaching do not support children's personal development well enough, however their physical and emotional well-being are promoted well. Staff provide daily opportunities for children to enjoy fresh air and exercise, which contributes towards a healthy lifestyle. Children have formed secure attachments with the staff team, which helps them to feel emotionally secure. Frequent praise and encouragement as they play promotes their confidence and self-esteem. Staff work closely with parents and other professionals to ensure that children who have special educational needs and/or disabilities gain the support they need. Children's behaviour is good and staff help them to share during activities. Outdoors, children enjoy challenging themselves and taking safe risks as they do so.

### Outcomes for children require improvement

Children do not make good enough progress because the quality of teaching is inconsistent and activities do not provide sufficient challenge. However, overall, children are developing some of the key skills needed for the next stage in their learning, including school. Children enjoy stories and singing songs and take part in action songs to promote their speech and language development.

## Setting details

<b>Unique reference number</b>	203473
<b>Local authority</b>	Essex
<b>Inspection number</b>	1089886
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Angela Jocelyn Fordham
<b>Registered person unique reference number</b>	RP513303
<b>Date of previous inspection</b>	28 April 2015
<b>Telephone number</b>	01268 680143

St Annes Preschool registered in 1978. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualification at level 2, 3 and 4. The pre-school opens from Monday to Friday term time only. Sessions are from 9am to midday each Monday and 9am to 1pm Tuesday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

