

St Paul's Busy Bees Pre-School Nursery

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



Inspection date 22 September 2017
Previous inspection date 27 September 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

- Managers and staff have worked hard to make the improvements required at their last inspection. Managers have increased the level of supervision given to staff and improved the monitoring of staff practice.
- Partnerships with parents are strong. Parents are fully involved in their children's learning and are supported to continue this learning at home. Parents say they are impressed by the improvements staff have made to the pre-school and are happy with their children's progress.
- Children make good progress in their development. Staff provide a wide range of interesting and challenging activities that motivates them to learn.
- Children behave well in the pre-school. They form close bonds with staff and this helps them to settle quickly. Staff know the children well and understand their emotional needs.

It is not yet outstanding because:

- Staff do not provide children with regular opportunities to access a range of tools and materials to support their developing early writing skills.
- Monitoring of the progress of different groups of children to highlight any gaps in teaching and learning is not fully embedded in practice.

What the setting needs to do to improve further

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

- increase opportunities for children to use tools for making marks and to develop their small-muscle skills to help prepare them well for early writing
- improve the monitoring of different groups of children to help close any gaps in teaching and learning, and help all children progress to the highest level.

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 carried out joint observations with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's records, policies and procedures.

Inspector

Jennifer Forbes

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff work well together as a team. Staff receive regular opportunities to develop their knowledge and skills, and pursue further qualifications. This helps staff to feel valued and well supported. Regular training also helps staff to stay up to date with current practice and bring fresh ideas to the pre-school. Safeguarding is effective. Staff fully understand their responsibilities to protect the children in their care. They are familiar with local procedures for safeguarding and understand how to record and report any concerns. Arrangements for the safe recruitment of staff are rigorous and new staff are monitored closely by managers. Managers evaluate the effectiveness of teaching and learning, and seek the views of parents and children when setting targets for improvements.

Quality of teaching, learning and assessment is good

Staff carefully observe and assess individual children's learning and development and provide regular reports for parents, including the progress check for two-year-old children. Children develop good communication and language skills. Babies' attempts at babbling are praised and staff reinforce their language development by repeating the sounds. Staff understand the learning needs and interests of their key children well and plan carefully to incorporate these into daily activities and routines. Staff extend children's learning as they play. For example, they add resources and ask open-ended questions to encourage children's thinking. Children who are learning to speak English as an additional language make good progress. Staff use picture cards and sign language to help them communicate and develop their language further.

Personal development, behaviour and welfare are good

Children enjoy playing outdoors where they develop their physical skills. For example, they pedal tricycles, climb on large apparatus and balance on stilts. Staff play exciting games with the children, such as 'What's the time Mr. Wolf' and they run around squealing with delight as staff chase them. Staff teach children about the world in which they live. For example, children learn how plants grow and how caterpillars turn into butterflies. Children learn about cultures that are different from their own. They also learn about animals and where they come from. For example, staff teach children how some Australian animals carry their young in tummy pouches and use soft toys to demonstrate this. Children learn to take turns and share toys with their friends and they learn to be independent. Staff teach children to choose foods that are good for their health and to drink plenty of fresh water.

Outcomes for children are good

Babies and young children enjoy looking at books and learning to sing rhymes. Older children begin to recognise letter shapes and sounds, and they understand that written words have a meaning. They learn how to count objects in sequence and name shapes and colours. Children enjoy outings to the shops and paying for their goods. They are confident and eager learners and are well prepared for school.

Setting details

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| Unique reference number | EY437163 |
| Local authority | Redbridge |
| Inspection number | 1074952 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 5 |
| Total number of places | 50 |
| Number of children on roll | 105 |
| Name of registered person | St Paul's Church Hainault Committee |
| Registered person unique reference number | RP905262 |
| Date of previous inspection | 27 September 2016 |
| Telephone number | 07985476284 |

St Paul's Busy Bees Pre-School Nursery registered in 2011. The pre-school operates on Monday, Tuesday, Thursday and Friday, from 9.30am to 12.30pm and from 1.30pm to 4.30pm. Some children also stay during the lunch period. There are 28 members of staff. The manager holds an appropriate early years qualification at level 4, 13 staff hold qualifications at level 3, and eight staff hold qualifications at level 2. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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