

# Salvation Army Preschool

103, Old Road, Clacton On Sea, CO15 1HN



<b>Inspection date</b>	15 November 2017
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

- Strong focus is placed on nurturing the positive partnerships with parents. Staff provide ongoing opportunities for exchanging information with parents about children's learning. They are supportive of the differing needs of families and make them feel welcome.
- All children make good progress, including children who have special educational needs and/or disabilities. Staff instigate opportunities to work with other professionals and offer children tailored support to meet their individual needs.
- Children build a close bond with their key person, which helps them to feel confident and reassured in the child-friendly learning environment. Staff are very skilled in modelling positive interactions, which helps to inspire children's highly positive behaviour.
- Staff benefit from a good range of professional development opportunities and are fully supported to work towards higher qualifications. This has been especially successful in extending their knowledge of procedures for keeping children safe from harm.

### It is not yet outstanding because:

- Staff do not always consider the differing levels of concentration for younger children when planning some of the adult-led group activities. Occasionally, some children lose interest and do not fully benefit from the experiences to enrich their full involvement and deepen their thinking skills.
- Although the management has introduced a system to monitor the achievements and review the progress of different groups of children, this is not fully embedded.

## What the setting needs to do to improve further

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

- support younger children's engagement in some adult-led activities as they develop and extend their ability to concentrate and participate actively in the experiences
- embed monitoring procedures to analyse more precisely any gaps in the progress of different groups of children, so that teaching can be targeted and children make as much progress as possible.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nominated individual and manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Staff understand the strengths of the provision and accurately evaluate the impact of the improvements they make to benefit children. For example, the introduction of an interest table has created new opportunities for children to explore features of the natural environment and deepen their awareness of diversity. Safeguarding is effective. Staff demonstrate a strong commitment to providing children with a safe environment and protecting them from harm. They discuss safeguarding matters regularly and share a good understanding of how to identify and follow up concerns about a child's welfare. Good links exist with the local schools and staff share information with other professionals. This helps to develop a shared approach and supports children as they move on to the next stage in their learning.

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

Staff readily join in with children's play and skilfully extend children's learning accordingly. For example, when children choose to dress up as a book character, staff seize the opportunity to encourage children to recall and act out parts of the associated story. Children develop a strong awareness that print carries meaning. For example, they confidently identify their names on the name cards when they arrive and often refer to the many examples of their own writing used in displays. The arrangements for observing and assessing the progress of individual children are effective and staff know children well. They build successfully on children's interests, including the experiences they enjoy at home. For example, when children enjoy learning about pirates at home this is enhanced at the pre-school. Children delight in making treasure using pasta coated in paint and working together to construct boats using soft-play equipment.

### Personal development, behaviour and welfare are good

Staff are nurturing in their approach and have high expectations of children. They offer children consistent praise, which helps to boost their strong levels of self-esteem and positive behaviour. For example, children proudly show their parents that they have been awarded a star on a display that celebrates their individual achievements. Staff give children plenty of time and guidance to manage their personal care routines with growing independence. For example, children are encouraged to take the lead in finding a tissue to wipe their noses before disposing of this hygienically. This is one of the many ways that staff help to promote children's good health and develop their independence in readiness for school.

### Outcomes for children are good

Most children, including those in receipt of additional funding, are working comfortably within the range of development typical for their age. Children who speak English as an additional language feel confident in using their home language at the pre-school. Their understanding of spoken English is developing well. Older children are beginning to develop their mathematical skills. They are able to count and sort objects that have similar colours, shapes and lengths.

## Setting details

<b>Unique reference number</b>	EY487073
<b>Local authority</b>	Essex
<b>Inspection number</b>	1015869
<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>	24
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Salvation Army Trustee Company (The)
<b>Registered person unique reference number</b>	RP903315
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01255 429451

Salvation Army Preschool registered in 2015. The pre-school employs four members of childcare staff. Of these, three members of staff hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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