

Little Gem's Pre-School Basildon



c/o Fairhouse Infants School, Long Riding, Basildon, Essex, SS14 1QP

Inspection date	17 January 2018
Previous inspection date	23 January 2013

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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Staff do not consistently provide experiences that are appropriate to individual children's age and stage of development. As a result, children do not always make good progress in their learning.
- Planning and assessment do not consistently reflect the individual needs of all children attending the pre-school and the information gained is not used to help staff monitor their progress.
- The monitoring of the quality of the pre-school, including staff performance, is not rigorous enough to ensure improvement.
- Staff and managers do not use self-evaluation effectively to accurately identify areas for improvement.

It has the following strengths

- Staff are caring, kind and calm in their approach. Children have developed close relationships with staff. This helps children to feel safe and secure in the pre-school and supports their emotional well-being.
- The indoor and outdoor environments are stimulating and well resourced. They enable children to independently access a range of resources, which covers the different areas of learning.
- Staff are positive role models. They help the children to consider the feelings and emotions of others, to support them to manage their behaviour appropriately.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ provide children with appropriate levels of challenge in line with their current stage of development 	21/02/2018
<ul style="list-style-type: none"> ■ ensure that observation, assessment and planning for children are focused on their interests and next steps, so that all children are effectively supported and challenged to make good progress given their age, abilities and starting points 	21/02/2018
<ul style="list-style-type: none"> ■ develop the arrangements for staff supervision to ensure there is a well-established programme of professional development to coach and support staff to improve the quality of teaching. 	21/02/2018

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

- improve arrangements for self-evaluation to identify areas for improvement.

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 deputy manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for professional development provide some support for staff. The manager monitors staff performance through regular supervision meetings. However, defined targets for improvements to staff practice have not been established. This does not ensure the quality and consistency of teaching is effective so that children make good progress. The arrangements for safeguarding are effective. Staff are suitably trained and are able to discuss the procedures they would follow if they had concerns about a child's welfare. The pre-school is kept safe and secure through daily risk assessments and checks. Overall, feedback from parents is positive. They say they are happy with their child's progress and describe the pre-school staff as, 'Friendly, caring and approachable'.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff understand that children learn through play and they routinely observe children's development. However, they do not consistently use this information to plan activities that meet their individual needs. Weaknesses in assessment mean planned activities do not always provide appropriate levels of challenge. As a result, staff sometimes fail to engage children or sustain their interest. Even so, children enjoy their time at the pre-school and interact well with each other and staff while they play. Older children count and name colours while they construct with toy bricks. Staff support toddlers in comparing different sizes of wooden building blocks. Children are keen to join staff in fun activities outdoors.

Personal development, behaviour and welfare are good

In spite of some weaknesses in teaching and learning, staff promote children's personal, social and emotional development well. They create a welcoming environment and children separate from their parents happily. Children are happy and confident. Children have good opportunities to learn about the importance of healthy lifestyles. Staff provide children with nutritious snacks and ensure that they have plenty of opportunities to exercise and play outside. Children learn to manage their self-care needs independently. Behaviour at the pre-school is good because staff are effective role models and share consistent expectations. Children learn to share and take turns and they are aware of simple behaviour rules that include 'kind hands' and 'kind feet'. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

Outcomes for children require improvement

Children enjoy their time at the pre-school. They are generally motivated to learn and develop some of the key skills needed for the next stage of their learning, particularly in terms of their emotional development. Younger children enjoy listening to a range of stories read by enthusiastic staff, and older children are beginning to write their names.

Setting details

Unique reference number	EY291012
Local authority	Essex
Inspection number	1064612
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	37
Number of children on roll	58
Name of registered person	Little Gems Pre School Basildon Committee
Registered person unique reference number	RP524793
Date of previous inspection	23 January 2013
Telephone number	01268 293073

Little Gem's Pre-School Basildon registered in 2006. The pre-school employs eight members of staff. Of these, six staff hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens Monday to Friday from 9am until 3.30pm, during school term times.

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