

# The Hullbridge Preschool

Riverside Primary School, Ferry Road, Hockley, SS5 6ND



## Inspection date

15 March 2018

Previous inspection date

25 February 2014

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

- Children rapidly build close relationships with their key person. This helps them to settle quickly and enjoy their time at pre-school. Staff know the children well and ensure they meet their individual needs.
- The quality of teaching is good and sometimes outstanding. Staff provide a rich range of interesting learning experiences, indoors and outdoors. Children are enthusiastic learners who are keen to investigate. For example, when learning about whales, children compare the whales' size to themselves.
- Staff support children's mathematical development effectively. They regularly take opportunities to use a range of mathematical language alongside children's play.
- The management team is reflective and regularly evaluates the provision they offer. They accurately identify areas for development and quickly set targets for improving the provision.
- Staff have built effective partnerships with parents. They regularly share information about children's achievements and the activities that take place in the pre-school. Staff provide ideas that parents can use at home to further children's learning. Parents are happy that their children are making good progress.

### It is not yet outstanding because:

- Children do not have enough opportunities to learn about other cultures and customs to help them understand about people in the wider world.

## What the setting needs to do to improve further

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

- provide more opportunities for children to learn about people and communities that are different to their own.

### Inspection activities

- The inspector carried out a joint observation with the pre-school manager.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector sampled a range of documentation, including the setting's self-evaluation, accident records and evidence of the suitability of staff working in the pre-school.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records.

### Inspector

Jane Osburn

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibility to protect children. They know the procedure to follow and who to contact should they have any concerns about a child's welfare. Staff complete daily checks of the premises to help ensure children play in a safe and secure environment. They have regular supervision meetings with the manager to support their continual professional development. They discuss relevant training opportunities. This has a positive impact on outcomes for children and builds on the teaching skills and knowledge of the staff team. Leaders regularly monitor children's progress. They take swift action to address any gaps in children's learning.

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

Staff are experienced and well qualified. They provide a balance of adult-led and child-led play opportunities. Children enjoy plenty of outdoor play and daily physical activities. Staff organise the pre-school garden effectively and children experience interesting activities. Children are excited to go outdoors to explore. For example, children delight in seeing what lives under logs in the garden. They find worms and other mini-beasts to examine closely. Staff show their excitement at the children's discoveries and together they talk in detail about these creatures. Children learn to refer to information in their environment to support their learning. For example, a variety of birds land on a small window shelf to eat the grain. Children refer to the information displayed on the wall to help support their identification of the type of bird. Staff extend children's learning by pointing out the differences between them, such as colour, size and shape.

### Personal development, behaviour and welfare are good

Staff are positive role models and children behave well. Staff involve them in setting their own rules for the pre-school. Younger children learn how to take turns and share their toys. Children learn how to keep themselves safe. For example, children can follow pictorial guidance when practising how to evacuate the building in an emergency. These instructions are displayed at the children's height by the entrance and staff refer older children to this procedure when they practise the evacuation. Staff provide children with positive messages about the importance of healthy eating. Children are provided with nutritious snacks. Staff teach children about life skills. For example, children help to prepare their own snack and wash up their plates and cups after use.

### Outcomes for children are good

Children develop their independence. They can make decisions and choose what they want to do. They endeavour to put on their own coats and help to tidy away at the end of the session. Children enjoy counting and practising other mark-making skills. They have a positive attitude to learning. Children make good progress from their individual starting points and develop the skills they will need for their future learning.

## Setting details

<b>Unique reference number</b>	EY469576
<b>Local authority</b>	Essex
<b>Inspection number</b>	1088233
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	The Hullbridge Pre-School Ltd
<b>Registered person unique reference number</b>	RP533094
<b>Date of previous inspection</b>	25 February 2014
<b>Telephone number</b>	07765567773

The Hullbridge Pre-school registered in 2013. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens during school term times, Monday to Friday, from 9am until 3pm. It provides funded early education for two-, three- and four-year-old children.

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