

Eastwood Community Pre-School and Nursery

Southend Borough Combination Ground, Eastwoodbury Lane, Southend-on-Sea, Essex, SS2 6UH



Inspection date

23 March 2018

Previous inspection date

10 March 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 really enjoy their learning outdoors in the imaginatively arranged garden. They practise their developing physical skills and are confident and self-assured. Staff are creative and playful, and this helps to motivate children to learn.
- Staff are considerate of individual parents' needs and work in close partnership with them. Staff ensure that all parents are well informed about their children's learning and parents say their children are making good progress.
- Staff understand the different ways young children learn. They provide challenging and enjoyable activities and experiences that help children to achieve their goals. Any delays in children's development are quickly identified and staff provide the additional support needed to help close any gaps in learning.
- Managers and staff think carefully about the improvements they would like to make and involve parents in their decisions for developing the nursery.

It is not yet outstanding because:

- Staff training is not extensive or focused enough to continually sharpen and develop their knowledge and skills to the highest level.
- Children do not have enough opportunities to fully develop their independence.
- Systems for analysing the progress made by different groups of children are still being developed.

What the setting needs to do to improve further

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

- provide all staff with more opportunities for professional development to enhance their skills and expertise to the highest degree
- provide children with more opportunities to develop their independence
- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

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 a joint observation with the manager.
- The inspector held a meeting with the provider and 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 assessment records, policies and procedures.

Inspector

Jennifer Forbes

Inspection findings

Effectiveness of the leadership and management is good

Procedures for staff recruitment follow safe practice and the suitability of all adults in contact with children is rigorously checked. Safeguarding is effective. Staff receive regular information and training in safeguarding matters to ensure they understand how to protect the children in their care. They regularly review their policies in line with local authority guidelines. All mandatory training is completed and updated regularly, and the aim is for all staff to be trained in paediatric first aid. Staff carry out continuous risk assessments of the children's play environment and on all outings to help them ensure that children stay safe. Staff are well supervised and well deployed. This ensures that staff are always available where children want to play and no child is ever left unattended.

Quality of teaching, learning and assessment is good

Staff provide plenty of opportunities for children to improve their communication and language skills. For example, staff read favourite stories chosen by children. They read with expression and help children to understand the emotions of the characters portrayed. This helps children to develop an interest in literacy and supports their personal, social and emotional development. Staff observe the children as they play and assess their developmental needs. They discuss the next steps in children's learning with parents and support parents to continue the learning at home. The quality of teaching and assessment is consistently good across the staff team. Staff meet children's individual needs and adapt activities to suit the ages and abilities of the children present.

Personal development, behaviour and welfare are good

Staff provide an inclusive environment for all children. Children who have special educational needs and/or disabilities progress well in their development. Staff are attentive and kind, and they understand children's needs. Children learn interesting facts about the world. They explore natural resources inside and outside of the nursery. For example, children dig in soil outside and handle creatures they find, such as earthworms. They feel them tickle their hands as they wriggle and they marvel at the way they burrow in the soil. Children learn to be gentle and caring. They learn to take turns and share. They learn about differences and similarities between themselves and others. Children behave well and staff set them realistic boundaries according to their level of development. Children learn about exercise and foods that are good for their health.

Outcomes for children are good

Children have good opportunities for making marks and expressing their creativity. They learn how to hold a pencil correctly and begin to form the letters in their name. They use chalks outdoors to make shapes and faces, and develop hand control in readiness for early writing. Children enjoy doing puzzles. They learn about colours, matching and patterns. Children learn to listen and follow instructions in readiness for future learning and school.

Setting details

Unique reference number	EY310444
Local authority	Southend on Sea
Inspection number	1102018
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	47
Name of registered person	Eastwood Community Playgroup Association Committee
Registered person unique reference number	RP519093
Date of previous inspection	10 March 2014
Telephone number	07914 760028

Eastwood Community Pre-School and Nursery registered in 2005. It is one of three settings run by Eastwood Community Playgroup Association. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including the manager and provider. The nursery opens Monday to Friday from 7.30am until 5.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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