

St Helen's Pre-School

Cathedral Hall, Ingrave Road, Brentwood, Essex, CM15 8AT



Inspection date

5 June 2018

Previous inspection date

7 October 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

- The manager supports her staff through supervision meetings. This helps them to reflect on their practice and identify opportunities to extend their teaching skills.
- Children behave well. They learn how to share and take turns. Children show care and concern for others. Staff are good role models and reinforce positive behaviour through praising children's achievements and efforts.
- Staff observe and monitor children's learning and share this with parents. Parents say that they receive information in the pre-school newsletter. This has recently encouraged them to look for butterflies with their children in the garden at home.
- Staff work well with other professionals to support children who have special educational needs and/or disabilities. Staff provide targeted support to encourage the development of their communication and language skills.
- Children develop their understanding of other cultures and diversity. Staff invite parents to share their own cultures and traditions with children. Parents share baking activities with children and read them stories in Polish, Russian and English.

It is not yet outstanding because:

- Staff do not share enough information about children's learning and development with other early years setting they attend.
- They manager has not explored enough ways to gather the views of parents, to inform self-evaluation and help drive forward further improvements.

What the setting needs to do to improve further

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

- extend relationships with other early years settings children attend to promote a common and shared approach to children's learning
- strengthen ways to gather the views of parents to inform self-evaluation and help raise outcomes for children to the highest possible 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and grandparents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work well with schools that children move on to. They invite teachers to come and see the children, and they talk to children about the changes they will face. Safeguarding is effective. The manager and staff have a good understanding of their responsibilities to keep children safe. They risk assess the environment prior to children arriving and remove any identified hazards. Staff supervise children well, for example, when they take children to the bathroom and when children play outdoors. The manager monitors the progress made by groups of children. She speaks to staff about how they can further promote children's speaking skills. Staff introduce 'music for communication' activities for small groups of children.

Quality of teaching, learning and assessment is good

Children enjoy learning in this well-resourced and inviting pre-school. Staff support children well and help them to make good progress in their learning. Staff provide opportunities for children to make cakes. Children count the number of eggs they break into a bowl. Staff encourage them to add one more and to compare quantities, helping children to develop their mathematical skills. Staff introduce new words to help extend children's vocabulary. When children say that they are going to use a mixer to stir the ingredients, staff tell children that it is called a whisk. Staff help children to develop their problem-solving skills. They ask children what will happen when salt is poured on ice. Children tell staff, 'It will melt the ice'. Children feel the temperature of ice and talk confidently to staff about other foods that are cold, such as ice-cream.

Personal development, behaviour and welfare are good

Children arrive happy and separate from carers with ease, demonstrating that they feel safe and emotionally secure. Children know the routine of the day. They hang up their coats when they arrive and look for their name card to put on the board to let staff know that they have arrived. Staff keep a register to promote children's safety in an emergency. Children enjoy choosing what they would like to play with, to support their interests and promote their independence. Staff offer children a good range of snacks. They encourage children to be involved in preparing their own snack. Children use knives to cut up strawberries. This helps them learn how to use equipment safely. Grandparents are invited in to the pre-school to plant tomatoes and lettuce with children. This helps children to learn about how food is grown.

Outcomes for children are good

Children are confident and visibly enjoy spending time at the pre-school. They make good progress in their learning and development, and develop key skills for when they start school. Outdoors, children extend their physical skills. They ride on tricycles and scooters and negotiate a safe pathway to follow, avoiding other children. They work together to build a large tower using bricks. Children tell visitors, 'It's really big', demonstrating their understanding of language for size.

Setting details

Unique reference number	EY312453
Local authority	Essex
Inspection number	1104387
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	26
Number of children on roll	25
Name of registered person	St Helen's Pre-School Partnership
Registered person unique reference number	RP902274
Date of previous inspection	7 October 2014
Telephone number	01277265293

St Helen's Pre-School registered in 1986. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 3. The pre-school opens on Monday and Tuesday from 8.45am until 2.45pm and on Wednesday from 8.45am until 11.45am, during term time. It provides funded early education for two-, three- and four-year-old children.

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