Southchurch Park Pre School

Southchurch Park United Reformed Church, Northumberland Avenue, SOUTHEND-ON-SEA, SS1 2TH

Inspection date	6 June 2018
Previous inspection date	8 October 2015

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 works closely with her local authority adviser to develop clear action plans for improvement to build on her good practice and improve outcomes for children.
- Children enjoy playing with a wide variety of good-quality toys and materials. Activities are planned carefully around their individual needs and interests. Children explore freely and develop their imagination.
- Children are happy and show they are confident and self-assured. They make positive progress overall and are well prepared for their eventual move on to school.
- Children behave well. Staff are good role models and help children to be kind and thoughtful. Children take turns to share and learn to respect each other's opinions.
- Staff make good use of the outdoor environment to provide meaningful learning experiences to cover all areas of learning. This helps to support children who prefer to learn outdoors.

It is not yet outstanding because:

- Staff do not always take the views of parents into account, to help them to identify priorities for improvement.
- At times, during some adult-led activities, staff do not offer children the highest level of challenge in their learning to help them make the best possible progress.
- Sometimes, staff do not give children enough time to reflect on their questions and put their own thoughts into words.

What the setting needs to do to improve further

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

- extend ways to encourage parents to share their ideas and contribute to the ongoing improvement of practice
- enhance planning of adult-led activities to offer children the highest level of challenge in their learning and help them to make the best possible progress
- give children more time to reflect and put their own thoughts into words to help enhance children's thinking and problem-solving skills.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager. He 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
Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are aware of their role and responsibility to keep children safe from harm. They have completed relevant training and know what action they must take if they have concerns about a child's welfare. Daily risk assessments help to ensure that all areas of the pre-school are safe for children to play and explore. The manager supports staff well to reflect on their practice. For example, through peer observations and supervision meetings. Staff are keen to develop their skills and knowledge, and build further on their qualifications. They have attended training on improving the teaching of mathematics and have purchased new resources to support the continuity of learning outdoors. Parents report that they are very happy with the support their children receive. They find staff helpful and approachable.

Quality of teaching, learning and assessment is good

Staff work well with other professionals, such as health visitors to complete the two-year assessments and address any gaps in children's learning swiftly. They get to know children well through observation and interaction during children's self-chosen play. Staff help children develop their curiosity and explore the world around them. They are enthusiastic and become involved in children's play. Children freely access play opportunities in support of their physical development. They make dens from pop-up tents and investigate toy bugs hidden in natural materials, such as tree bark. Staff promote children's listening and communication development well, through sharing stories, songs and rhymes. Children have good opportunities to develop their mathematical skills, as they match a range of objects to written numbers.

Personal development, behaviour and welfare are good

Staff have created a welcoming and friendly environment. Close supervision of children and reassurance from staff contribute to the children's emotional well-being. Children are very happy and settled at the pre-school. Staff provide a variety of opportunities for children to develop their physical skills, indoors and outdoors. This supports their confidence well. Regular fresh air and exercise contribute to a healthy lifestyle for the children. Children listen attentively to instructions. They are learning to take suitable risks in their play and staff discuss these with children when appropriate. Children eat healthy snacks and lunches. They are physically active each day, indoors and outdoors.

Outcomes for children are good

Children make at least expected progress in their development and gaps in their learning are quickly identified. Those in receipt of extra funding receive the added support they need to enhance their development successfully. Children learn to explore resources safely and show consideration to each other. They are beginning to learn letters and sounds and practise writing their names. They investigate the world around them, for example, as they celebrate a range of cultural festivals throughout the year. Children regularly explore their local community through visits to the park, seaside and library.

Setting details

Unique reference number	119520
Local authority	Southend on Sea
Inspection number	1126750
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	52
Number of children on roll	38
Name of registered person	Southchurch Park Playgroup
Registered person unique reference number	RP519124
Date of previous inspection	8 October 2015
Telephone number	07942 181 039

Southchurch Park Pre School is managed by a parent committee and registered in 1998. The pre-school opens Monday to Friday, during school term times only. Sessions are from 9.15am until 3.15pm. The pre-school employs seven members of childcare staff. Of these, one member of staff holds a relevant childcare qualification at level 5, three at level 3 and two at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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