

# Sandpiper Pre-School

105 Kingfisher Close, Shoeburyness, Southend-on-Sea, Essex, SS3 9YB



## Inspection date

19 June 2018

Previous inspection date

27 November 2014

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The committee has failed to understand and implement the correct procedures to notify Ofsted of changes to their members. As a result, Ofsted has been unable to carry out all the required checks regarding all committee members' suitability.
- The provider does not ensure the legal requirement for displaying the certificate of registration is maintained.
- Sometimes, staff do not make the most of all opportunities that arise to focus on the children's identified next steps in learning, and in particular during planned activities.
- Staff do not plan a range of opportunities to support children who prefer to learn outside so that they benefit from similarly rich and stimulating experiences and resources as those provided inside.

### It has the following strengths

- The manager and her staff team have a strong commitment to making improvements. They have high expectations of children and are dedicated to their roles. The manager seeks the views of staff and parents as part of her evaluation of the pre-school.
- Staff effectively use training that they have completed along with other early years professionals to help to provide support to children who need it the most.
- Staff work effectively as a team. They are good role models for the children. Children behave well and their emotional well-being is supported very well.
- Partnership with parents is strong. Parents state that they are very pleased with their child's progress and value the support offered by the approachable staff team.

## What the setting needs to do to improve further

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

	Due Date
■ ensure that information about committee members is submitted without delay to Ofsted so the required suitability checks can be carried out	19/07/2018
■ ensure the certificate of registration is displayed.	19/07/2018

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

- refine teaching to focus even more precisely on what children need to learn next, to help them to make the best possible progress in their learning and development
- increase the range of accessible activities and resources on offer to enrich the learning opportunities for children who prefer to learn outdoors.

## 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 completed a joint observation and held discussions throughout the inspection with the pre-school manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff and committee members and also of the qualifications of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

## Inspector

Judith Rayner

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has failed to notify Ofsted of changes to committee members and to provide information needed to complete all of the required suitability checks. However, this does not have a significant impact on children's safety as Disclosure and Barring Service checks have been obtained. Also, committee members do not have direct contact with the children or have responsibility to make serious decisions about the pre-school. The provider does not display their certificate of registration. Parents and carers are unable to see it upon their request. Safeguarding is effective. Staff have completed child protection training and have a secure understanding of the procedures they must follow should they have a concern about a child in their care. They supervise children closely and the premises are safe and secure. The manager closely monitors staff performance and identifies future training needs for them to develop their knowledge and skills.

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

The well-qualified and experienced staff team makes the best use of its observations. Staff have a secure knowledge of children's assessments. Staff quickly identify gaps in children's learning and plan well for their individual next steps. Parents are updated about their child's progress. Staff provide activities that they know children are interested in. For example, children show an interest in a popular story and staff extend their learning. They encourage children to make and try 'scrambled snake'. Children mix ingredients and notice and compare the change in the consistency. Staff give children time to explore independently and support children's communication and language development well.

### **Personal development, behaviour and welfare require improvement**

Children's welfare is not promoted as well as possible as not all committee members have had all their suitability checks completed by Ofsted. That said, children's health is promoted well. Children know to wash their hands before they eat and spend time outside in the fresh air. They develop their physical skills well. Children play cooperatively during role-play activities and develop their imaginative skills very well. They negotiate confidently between themselves what roles they will carry. Children take turns and share the toys. They are well mannered and courteous to one another. Children build strong attachments to their key person and other staff.

### **Outcomes for children are good**

All children make good progress from their starting points. This includes children in receipt of funded education, children who speak English as an additional language, and those who have special educational needs (SEN) and/or disabilities. Children demonstrate they have the necessary skills for their future learning, such as school. They make marks on different surfaces using a variety of tools to support their early writing skills. Older children enjoy learning different letter sounds. Children count out objects and problem solve during construction activities to support their mathematical development. They are independent and select toys of their choice and manage their personal care needs well.

## Setting details

<b>Unique reference number</b>	119514
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	1102981
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Sandpiper Pre-School Committee
<b>Registered person unique reference number</b>	RP523779
<b>Date of previous inspection</b>	27 November 2014
<b>Telephone number</b>	0789 1078032

Sandpiper Pre-School registered in 1980. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, two hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am on Tuesday, Wednesday and Friday, and from 8.45am until 3.30pm on Monday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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