

More Grace Pre School and After School Club

Crown Centre, Crest Avenue, BASILDON, Essex SS13 2EF



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| Inspection date | 29 October 2018 |
| Previous inspection date | 28 September 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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

The provision is good

- Staff organise the environment successfully to create a welcoming and stimulating space in which to learn. Children move freely between different play areas to enjoy a broad and balanced range of learning activities.
- Children demonstrate that they are confident and happy in the pre-school. They develop attachments to staff who are caring and attentive to their needs, which effectively supports their emotional well-being. Staff are good role models. They offer praise to children and encourage them to be friendly, kind and considerate of each other. This supports children to develop their understanding of good behaviour.
- Staff establish trusting relationships with parents. They work closely with parents and encourage them to seek support from outside agencies, such as visiting speech and language drop-ins, to secure any additional help for children. Parents comment positively about the care their children receive and the progress they make.
- The management team is committed to providing good standards of care and learning for children. They reflect on the provision and effectively use the views of parents and other professionals to help to identify ways to improve. For example, they are focusing on developing the outdoor environment now this is fully secure.

It is not yet outstanding because:

- Performance management arrangements do not focus precisely on how all staff can fully develop and raise aspects of their teaching to the highest level.
- Occasionally, the staff do not give enough consideration to how children of different ages can be fully involved when taking part in planned activities together.

What the setting needs to do to improve further

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

- sharpen the focus on performance management so that all staff have more opportunities to build on their practice and drive the quality of teaching throughout the team to the highest level
- support the involvement of children of different ages when they take part in planned activities together.

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 and provider. She 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

Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider and manager take their responsibilities seriously. Improved security measures are in place and staff carry out daily checks of the premises, toys and equipment to ensure that children are safe and the premises secure. Management follow robust recruitment, vetting and induction procedures and regularly check on staff's continued suitability to work with children. Managers and staff take part in regular child protection training. They know the possible signs and symptoms of abuse and what they must do to report concerns about children's welfare. Staff are supported to attend training to increase their level of qualification and extend their knowledge and skills. They are aware of the positive impact this has on their practice and outcomes for children.

Quality of teaching, learning and assessment is good

Staff get to know the children well through discussions with parents and through early observations. They talk confidently about where children are in their learning and what they need to do next to support children's continued progress. Staff sensitively participate in children's play and suggest ideas to extend learning. They talk to children and encourage conversation and model good listening skills. Children, including those who speak English as an additional language, enjoy joining in with familiar rhymes and action songs, which help develop all children's language and speaking skills. Children use their imaginations as they pretend to bake cakes or make cups of tea. They enjoy dressing up, pretending to be a builder and show good coordination as they build with bricks. Staff weave mathematics into children's activities. They encourage children to count, recognise numbers, compare size and match colours with increasing confidence.

Personal development, behaviour and welfare are good

Staff work closely with parents to ensure settling-in procedures for children are effective. They find out about children's interests and routines to provide continuity of care. Staff implement sound policies and procedures to promote children's good health, safety and welfare. They teach children good hygiene routines, ensure they can access water easily and encourage parents to provide healthy meals and snacks. Children enjoy outdoor play daily and are physically active. For example, they ride small tricycles and scooters with skill, climb and slide confidently and enjoy games kicking and throwing balls. Staff provide positive experiences that reflect children's backgrounds, encourage children to share experiences from home and learn about cultural differences.

Outcomes for children are good

Children gain the skills they need for school. This includes children who receive funded education. Children have many opportunities to develop their small-muscle skills in preparation for early writing. For instance, they make meaningful marks with pens and handle tools, such as scissors and glue sticks, with increasing control. They practise phonics, linking sounds to letters during group activities. Children demonstrate independence in managing their self-care and good social skills.

Setting details

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| Unique reference number | EY393719 |
| Local authority | Essex |
| Inspection number | 10082341 |
| Type of provision | Sessional day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | |
| Age range of children | 2 - 8 |
| Total number of places | 26 |
| Number of children on roll | 62 |
| Name of registered person | Triple Jo Ltd |
| Registered person unique reference number | RP909906 |
| Date of previous inspection | 28 September 2015 |
| Telephone number | 01268 559 788 |

More Grace Pre School and After School Club registered in 2014 and is privately run. The pre-school is open on Monday, Wednesday and Friday from 8.50am to 2.50pm, and Tuesday and Thursday from 9am to midday, during term time only. An out-of-school provision operates Monday to Friday from 3pm to 6pm, during term time. The pre-school employs five members of staff. Of these, all hold appropriate qualifications at a minimum of level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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