

Southminster Pre-School Learning Alliance



Southminster Primary School, Burnham Road, SOUTHMINSTER, Essex
CM0 7ES

Inspection date	6 November 2018
Previous inspection date	16 June 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

- Children arrive confidently to this inviting pre-school. Staff greet children warmly and find out information from parents about children's interests and experiences at home. This helps them to plan activities that motivates children to learn. Children make good progress in their development.
- Staff support children who have special educational needs and/or disabilities very well. They attend sign language training that helps them to develop children's understanding. Staff work well with other professionals and plans are put in place to promote children's individual needs.
- The manager evaluates the provision well. Feedback received from parents helps staff to review and increase the amount of information they share with parents in diaries for younger children.
- Staff plan effectively for children's learning. They change the layout in rooms to encourage boys to develop their creative skills and their ability to select resources more easily.
- Staff support children's communication and language skills well. They encourage children to join in singing nursery rhymes and to use sign language. This helps children to develop their understanding of diversity.

It is not yet outstanding because:

- The manager's systems for monitoring staff's practice are not yet precisely focused on supporting staff to develop the quality of their teaching to the highest possible level.
- Although the manager addresses and targets support to close gaps in children's learning, she does not use additional funding highly effectively for all children.

What the setting needs to do to improve further

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

- focus more precisely on the methods used to monitor staff's performance, to help staff raise the quality of their teaching even higher and to help children to learn at the highest level
- strengthen the use of additional funding to help narrow gaps in learning for individual children.

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. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs of abuse and their responsibilities to keep children safe. The manager and staff work well with schools when children move on. They invite teachers to see the children in the pre-school and share information with them about children's abilities. Staff share information about children's learning and development with parents. They invite parents to discuss their children's progress with their key person. Staff give parents ideas and suggestions about how they can continue to support their children's learning. Children take books home to share with parents.

Quality of teaching, learning and assessment is good

Staff observe children and monitor the progress they make. They use this information to plan for children's good progress. Staff help older children to develop muscles in their hands, in readiness for early writing skills. Children follow instructions and demonstrate good listening skills. Staff give children directions when they hold dough in their hands. They ask them to move the dough around their bodies and to 'splat' it in their hands. Outdoors, staff help children to develop their interests. When children say that the toy car has 'broken', staff fetch them toy tools to use to fix it. This helps children to develop their imagination.

Personal development, behaviour and welfare are good

Staff ensure that children play in the well-resourced outdoor area daily. Children enjoy being physically active. They show that they have strong relationships with staff, for example, they rest their hand on a staff member's shoulder when they talk to them. Children give staff good eye contact and demonstrate that they are emotionally secure. The procedure at snack time, encourages children to make independent choices and to develop their self-help skills. Children serve themselves food and sit with other children during mealtimes. This encourages children to develop their social skills. Children learn how to manage risks, for example, when staff show them how to spread butter on their toast. Children decorate their own place mat when they first start and use this during mealtimes. This helps them to have a sense of belonging.

Outcomes for children are good

Children learn key skills in readiness for their move on to school. They make good progress from their starting points in learning. Children follow their interests. Younger children explore and investigate how objects move along the floor. They learn to share when they play with a fire engine. Sand timers give children visual cues that help them to learn when it is their turn. This helps children to manage their behaviour. Outdoors, children enjoy playing games with others, they use numbers to represent time and take the same number of steps towards other children. This helps them to develop their mathematical skills.

Setting details

Unique reference number	EY379229
Local authority	Essex
Inspection number	10070315
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	32
Number of children on roll	24
Name of registered person	Southminster Pre-School Learning Alliance Committee
Registered person unique reference number	RP910772
Date of previous inspection	16 June 2015
Telephone number	07789 222 916

Southminster Pre-School Learning Alliance registered in 2008. The pre-school employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, three at level 4 and one at level 5. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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