

Beaches Pre-School

c/o Westlands Community Primary School, Beeches Close, Chelmsford,
Essex CM1 2SB



Inspection date	28 November 2018
Previous inspection date	10 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The provider has failed to notify Ofsted about one of the committee members who manages the childcare provision.
- Staff training is based on essential requirements, such as first aid, and not sufficiently focused on raising the quality of teaching to a higher level.
- Staff do not consistently persevere in their efforts to establish links with other pre-schools and childminders that children attend, to ensure a fully effective two-way flow of information.
- Staff do not consistently gather enough initial information from parents at the start of their children's placement about what their children already know and can do.

It has the following strengths

- Children demonstrate a good relationship with staff. They know who their key person is and show that they are emotionally secure. Children make good progress in their learning.
- The manager and staff work well with schools that children move on to. Teachers are invited to share stories with children and to sit with them at lunchtime. This helps children to get to know people who will be caring for them.
- The manager and staff reflect on their practice. Recent improvements to the routine of the day ensure that children who attend different sessions of the day are offered opportunities for physical exercise.
- The manager spends additional funding effectively to meet children's individual needs. Staff demonstrate consistently good teaching. They provide opportunities for children to learn about life cycles. Children watch ducks hatch from eggs.
- Children are confident and keen to explore the good range of toys and resources offered. They say that they like playing with their 'friends'.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
inform Ofsted of the names of committee members and provide the necessary information to ensure that all relevant checks can be carried out.	19/12/2018

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

- extend the programme of professional development to help raise standards in teaching and learning even higher
- strengthen procedures to establish links with other pre-schools and childminders children attend to help complement the experiences children receive elsewhere
- extend the range of initial information gained from parents about what children already know and can do, to help plan more precisely for children's learning.

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 with several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has not notified Ofsted of all committee members who manage the pre-school. However, they do not have contact with children, therefore children's safety and welfare are assured. The new manager knows the procedure to follow to rectify this weakness and has started the process to inform Ofsted of new committee members. Safeguarding is effective. Staff know the signs of abuse and where to report concerns about children's welfare and safety. Staff attend appraisal meetings to help them to reflect on their practice. However, opportunities for staff to extend their professional development to improve their teaching skills are not highly effective. The manager and staff do not share enough information about children's achievements with other pre-schools and childminders the children attend. Staff share information with parents about their children's learning. However, they do not gather enough information from parents when children first start, to help them to plan more precisely for children's learning.

Quality of teaching, learning and assessment is good

Staff observe and monitor children's learning. This helps them to identify what children need to learn next in their development. Staff help children to learn about their own culture and those of others. They invite parents to share their own cultures with children and provide children with opportunities to taste food from around the world. Staff read stories to children, helping them to develop their literacy skills. Children take home storybooks each day. This encourages parents to continue to support their children's literacy skills at home.

Personal development, behaviour and welfare are good

Staff offer children a healthy range of snacks. They provide opportunities for children to be independent. They encourage them to spread cream cheese on their oat cake at snack time and talk to children about how to use a knife safely. Children learn to manage risks. Staff encourage children to develop their balance and coordination when they walk along a chalk line on the floor. Children behave well. Staff give them plenty of praise and encouragement for their achievements. Children demonstrate a good awareness of the routine of the day. When staff blow a whistle, children quickly sit on a carpet and wait for instructions.

Outcomes for children are good

Children are motivated to learn and make good progress. They develop their physical skills, for example, when they make movements with their bodies to music. Children demonstrate good hand-eye coordination. They use pens to make marks on whiteboards and use glue to stick shapes onto paper. Children learn the names for the different shapes they use. They enjoy exploring light when they use torches. Children put their hand over the end of a torch and show their friends how to do the same, showing good social skills. They learn key skills in readiness for their move on to school.

Setting details

Unique reference number	EY271753
Local authority	Essex
Inspection number	10070307
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	40
Number of children on roll	68
Name of registered person	Beaches Pre-School Committee
Registered person unique reference number	RP910008
Date of previous inspection	10 February 2015
Telephone number	07709603246

Beaches Pre-School registered in 2003. The pre-school is situated in Chelmsford and employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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