

Sandpiper Pre-School

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



Inspection date	19 June 2019
Previous inspection date	19 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager, committee members and staff team have worked well together to address the actions and recommendations set at the previous inspection. They have focused on improving standards and driving quality higher.
- Staff are caring and build strong bonds with all children to support their emotional well-being effectively. Children are happy, confident and eager to learn.
- Staff support children's early language well by helping children to develop their speech and learn how to listen.
- Children behave well. Staff are good role models and support children in learning how to respect and value the differing needs of their friends. This helps the children to gain skills that prepare them well for their future learning.
- Partnerships with parents are strong. Staff keep parents updated about all aspects of their children's care and learning. Staff suggest ways to help parents support children's learning at home.
- The pre-school has very good relationships with the local schools and other settings children attend, to share assessments of what children learn and provide consistency.
- Staff do not always make the most of opportunities to extend and build on the older and most-able children's learning.
- At times, staff do not help children enough to build on their use of numbers, counting and simple calculation.
- The manager does not ensure that the initial information staff obtain from every parent about their child's learning is sufficiently detailed in order to fully support their early identification of children's precise learning needs.

What the setting needs to do to improve further

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

- increase staff's understanding of how to extend and provide more challenge for the older and most-able children to ensure consistently high-quality learning experiences
- provide more opportunities for children to practise and use numbers, counting and simple calculation
- extend the range of information sought from parents when children start at the pre-school and establish an in-depth understanding of children's starting points.

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 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 parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.

Inspector
Tina Mason

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are trained in child protection and understand how to keep children safe from harm. They are confident in the steps to take to report any concerns they may have. This helps to protect children's safety and welfare. Staff regularly implement effective risk assessments to help keep children safe and secure while in the setting and on outings. All of the staff team hold paediatric first-aid qualifications. This helps to support children's well-being in the event of an accident. The manager implements effective coaching and supervision of staff to help improve their knowledge and teaching skills. She monitors the progress that children make. This helps her to identify areas where teaching needs to be focused to ensure that outcomes for all children are good. The manager and staff work in good partnership with other provisions, such as schools, to support older children in readiness for their future learning.

Quality of teaching, learning and assessment is good

Staff use their observations and assessment of children's development to plan interesting activities to help children achieve their next steps in learning. Children enjoy the company of staff and choose to take part in activities with them. They enjoy playing imaginative games as they pretend to go shopping. They select play food, putting it in baskets and carrying it around with their friends. Staff provide many opportunities to extend children's communication skills. They engage in meaningful conversations with children and encourage them to share their home experiences. Children are motivated, eager to learn and fully engaged, demonstrating high levels of perseverance and concentration. For example, children show control and coordination as they paint their own pictures.

Personal development, behaviour and welfare are good

Children are happy and settled in this welcoming pre-school. They develop secure emotional attachments to their key person and other staff, readily going to them for support with activities. Children respond well to the high expectations of staff. They understand the consistent rules and play well together. They develop good self-help skills and wash their hands before they enjoy a snack of fresh fruit. Children enjoy energetic play outdoors and take managed risks that support their physical development.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress. They gradually learn key skills that help ensure they are well prepared for school when the time comes. Children are supported to be independent. They make friendships, begin to recognise and be interested in diversity and show respect and tolerance to others. Children have ample opportunities to develop their early writing skills and learn to listen and respond to instructions.

Setting details

Unique reference number	119514
Local authority	Southend-on-Sea
Inspection number	10085034
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	26
Name of registered person	Sandpiper Pre-School Committee
Registered person unique reference number	RP523779
Date of previous inspection	19 June 2018
Telephone number	079999 62714

Sandpiper Pre-School registered in 1980. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, four 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 and Wednesday, and from 8.45am until 3.30pm on Monday, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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