

# Inspection of St Peters Thundersley Preschool

St Peters Church Hall, Church Road, Thundersley, Benfleet, Essex SS7 3HG

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Inspection date: 11 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

The pre-school has been reorganised and provides a safe, secure environment where children can easily choose from a wide selection of resources indoors and outside. They soon become engaged and involved in activities. Children are excited to explore fruit slices in the water tray. They talk about what they smell like and learn how to use a lemon squeezer. Children are chatty and curious. They ask many questions and are excited to find out what is inside a pumpkin.

Children have regular opportunities to appreciate nature and eagerly take part in weekly forest school sessions. They sing loudly as they hold hands to venture across the field. Even the youngest children competently walk along a rope bridge and they all try and guess whether the acorn or conker will roll the furthest, or fastest, down a piece of guttering. Children decide which natural resources to add to their 'soup' and take great pride in creating a 'tasty pie' for the foxes.

Children urge a staff member to read their favourite book over again. They snuggle up and join in with familiar words and phrases. They laugh loudly as they imitate the characters and the adult sensitively explains how laughing makes them feel happy. Larger group times do not, however, keep all children interested. Younger children soon become restless and want to wander away.

## **What does the early years setting do well and what does it need to do better?**

- The manager has worked closely with the local authority advisory team to make improvements since the last inspection. She is determined to continue to improve the provision. For example, she now spends more time directly monitoring staff practices and interactions. Staff feel supported and comment they have worked together to make positive changes in the setting.
- The staff have attended training to enhance their teaching skills. They use this knowledge to respond effectively to children, to extend their learning and understanding. For instance, when children are pouring water down a selection of pipes, staff ask them what they think will happen if a pipe is taken away. Children are fascinated to follow the flow of water. However, group times are not as successful at maintaining children's interest and enabling all children to be fully engaged.
- There is a focus on developing children's speech and language skills. Younger children are encouraged to name animals and copy the sounds they make. Staff use and explain new words, such as 'dizzy' and 'ladle', to increase children's existing vocabulary. Puppets and props have been introduced to enhance storytelling and children's communication. Multi-language posters enable staff to compare words for children who speak English as an additional language.
- Staff recognise children's increasing skills and consider how to build on these.

They remark that children were previously unable to use the rope swing and are now adept at climbing on and pushing themselves. Staff patiently guide children to correctly hold and use scissors. Children do not give up and are extremely pleased when they manage to cut out the shape by themselves.

- Key persons clearly describe how children have made progress. They know children extremely well and provide activities and resources that help them develop. For example, they make sure there are basic board games available to support emerging turn-taking skills.
- Mathematics is routinely introduced throughout the session. Children count how many of them are going outside and compare their towers of bricks to see which is the tallest.
- Staff are good role models. They create a warm and welcoming environment. Children follow instructions well and tidy up when asked. They get a five-minute warning before the end of the session, which helps them understand the routine. Staff use other strategies for children who need more support and reassurance. For example, they explain simply, 'Now we are tidying up and then we will be having lunch'.
- Parents and carers speak very highly of the pre-school and describe staff as extremely supportive. The manager has used additional funding to meet the specific needs of children and their families. Parents and carers comment that they are well informed and have strong relationships with their child's key person.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are confident to identify signs and symptoms that indicate a child may be at risk of harm. They all complete regular safeguarding training and know the procedures to follow if they have concerns about a child. This includes wider safeguarding issues, such as recognising children who may be exposed to extreme views and behaviours. The manager monitors children's attendance and accident records are maintained effectively. Recruitment processes are in place to check the suitability of applicants. There are secure systems in place to monitor the ongoing suitability of the staff team.

## What does the setting need to do to improve?

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

- explore additional ways to organise group times to engage all children and extend their learning opportunities.

## Setting details

<b>Unique reference number</b>	204000
<b>Local authority</b>	Essex
<b>Inspection number</b>	10103804
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	St. Peter's (Thundersley) Preschool Committee
<b>Registered person unique reference number</b>	RP519144
<b>Telephone number</b>	07948570545
<b>Date of previous inspection</b>	20 March 2019

## Information about this early years setting

St Peters Thundersley Preschool registered in 1999. The pre-school is open on Tuesday, Wednesday and Friday from 8.45am until 3.30pm, and on Monday and Thursday from 8.45 until 12.15pm, during term time only. There is a breakfast club from 8.15am to 8.45am. There are 12 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Sapler

## Inspection activities

- The manager talked to the inspector about the pre-school's aims and ethos and showed her around the setting.
- The inspector spent time observing children playing and engaged in the pre-school routine. She assessed the quality of teaching and staff's interactions.
- The inspector accompanied staff and children on a forest school session.
- The manager showed the inspector documents that evidence staff suitability, including checks and first-aid certificates.
- Discussions were held with the manager, members of staff and the children at appropriate times during the inspection. Staff shared information about their key children and the progress they are making.
- Parents and carers met with the inspector and gave their opinions about the care and learning their children receive.

We carried out this inspection 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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