

Inspection of Leigh Wesley Pre School

Leigh Wesley Methodist Church, Elm Road, Leigh-on-Sea, Essex SS9 1SJ

Inspection date: 25 October 2019

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are keen, happy and enthusiastic learners. They begin their pre-school day by parting with parents and carers with ease. Smiling staff are on hand to greet them and welcome them to the pre-school. Children know where to place their belongings on their labelled coat pegs.

Staff take turns each day to lead the morning circle time. During this time, children tell staff about things they have been doing at home. Staff talk to them about the activities on offer that day and remind them of the setting's simple rules. The children are very familiar with the rules and excitedly tell staff about the 'walking feet' and 'indoor voices'. Children behave very well. They show respect for each other and learn to share and take turns. Staff act as good role models for the children. For example, staff ask if they can sit down and join children in their play.

Children participate in a wide range of activities, based around a theme. For example, they use coloured materials to create rangoli patterns in a large tray as part of the Divali celebrations.

Staff have high expectations for the children. They use the information they know about each child to successfully monitor their progress and plan effectively for their future learning.

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

- Parents speak highly of the pre-school staff and management. They comment on the kind and caring way their children are greeted and cared for. Parents say that their children make good progress at the pre-school and that they are encouraged to play an active role in their children's learning.
- Children have fun during their pre-school day. They choose from the exciting range of resources presented for them by staff at the beginning of each session. Children are also very familiar with the additional resources available and frequently ask staff for different play materials, such as jigsaw puzzles. Staff accommodate their requests and join in with children's play if they want them to.
- Key persons know the children in their group well. They spend valuable time during the settling-in sessions speaking with parents and establishing a good understanding of the children's likes, dislikes and specific needs. All staff are involved in creating the weekly planning.
- The pre-school has use of an extended outdoor area within the adjacent school. Staff take children to visit this area regularly, which provides opportunities for children to build on and develop their physical skills.
- Staff work closely with other professionals to support children with special

educational needs and/or disabilities and those who speak English as an additional language. They liaise effectively with parents and help them to understand the processes for assessment and ongoing support. This helps staff to close gaps in children's development and to prepare all children for their next stage of learning.

- Children understand the pre-school routines. For example, they know that at snack time they go with their key person to the adjacent room, washing their hands and collecting their snack pot on the way. They sit with their key person group and chat together about things that happen at home, or in the pre-school. At times, however, the robustness of the daily routines means that children who are engrossed in play have to stop what they are doing to follow this routine. It also inhibits the use of the outdoor area for children who learn better outdoors.
- Staff have very clear roles each day. For example, they take turns to plan and organise the creative table or read the story at the end of the session. This helps the pre-school to run smoothly. However, at times, staff are too focused on their daily task to enable them to be fully aware of children's exploratory play and chosen learning. They are sometimes too quick to intervene, for example when clearing toys away that children are still playing with.
- Managers work well together and reflect on the provision and areas that can be improved. They support the staff team effectively and facilitate opportunities for staff to further their professional development.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are knowledgeable about the types of abuse and concerns that might alert them that a child's welfare or safety is being compromised. Designated persons and staff regularly update their safeguarding knowledge, for example through training. Managers carry out appropriate checks for new staff to assess and ensure their suitability to work with children. Staff are supported to develop their knowledge of how to keep children safe. Staff carry out daily safety checks indoors and outdoors to ensure that children play in a safe environment.

What does the setting need to do to improve?

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

- review and develop the organisation of daily routines to enable children to follow their own interests
- develop a greater awareness of children's exploratory play to enable them to fully extend their learning and remain focused on their chosen activity.

Setting details

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| Unique reference number | EY561549 |
| Local authority | Southend-on-Sea |
| Inspection number | 10123893 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 to 4 |
| Total number of places | 28 |
| Number of children on roll | 35 |
| Name of registered person | Beehive Education Limited |
| Registered person unique reference number | RP561548 |
| Telephone number | 07402717570 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Leigh Wesley Pre School registered in 2018. The pre-school employs six members of childcare staff. Of these, all six hold appropriate early years qualifications at level 2 and 3. The pre-school opens from 9am to 3pm each weekday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hughes

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning. She completed a learning walk with the manager to discuss how the curriculum is planned and implemented.
- The inspector observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the operational manager, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the time of the inspection.

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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