

# Inspection of Beaches Pre-School

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

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Inspection date: 4 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children are warmly welcomed into the pre-school by staff. They are eager and excited to play with the wide range of toys and activities available to them indoors and outside. Parents talk about how their children are supported well by staff as they settle in at the pre-school. Children show that they feel confident and secure in the pre-school environment.

Older children thoroughly enjoy group activities. They are keen to answer questions and join in with songs, showing great enthusiasm. During singing, children are encouraged to use their fingers to help them count in context. They are proud to show staff what they have learned as they count forwards and then backwards. Children take part in vigorous exercise as they do the 'wake and shake' with staff. They laugh and giggle as they sing and follow a complex set of instructions.

Young children spend time watching others as they play. They show great curiosity and confidence as they join in and make a tower out of wooden building bricks. Children show their growing imagination as they immerse themselves in games. They pretend to eat play food and do the washing-up afterwards. At snack time, children show good levels of independence as they tidy away their dirty cup and plate without reminders from staff.

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

- Children have plenty of fun playing in the well-equipped garden. They show good levels of concentration as they problem solve. For example, they work out how to operate a series of locks and handles. Children enjoy taking part in games, such as hide and seek. They are excited to run around with staff, looking for their friends.
- Children's development in communication and language is supported well by staff. Staff ensure that children can see and hear them, promoting their understanding of how to take turns in conversation. Children are keen to take part in discussions about things that interest them, such as monsters and hiding. Staff provide children with plenty of praise for their achievements when they name animals they can see in a book.
- Children are well behaved and considerate of others. Older children are aware of the needs and limitations of those younger than them. For example, when they see young children trying to lift a heavy block, they kindly offer their assistance.
- Children develop warm relationships with their key person and other staff. They enjoy cuddling up with staff, looking at books and listening to stories.
- The manager has developed strong relationships with her long-standing staff team. They regularly reflect on practice and are encouraged to talk through their

ideas with each other. The manager and staff have a strong shared view about how to improve and develop the service they provide.

- The manager ensures that staff's well-being is supported. She provides regular supervision meetings and is available for informal discussions at any time. Staff report that they feel very well supported by the manager and other members of the team.
- Parents comment that they really like the staff, who are friendly and know their names. They report that their ideas and opinions are sought, for example, at parent meetings.
- At times, staff do not ensure that the planning of group times gives younger children the best possible learning opportunities. On these occasions, not all children are fully challenged and highly engaged in group activities.
- Staff give parents feedback about their children's achievements. However, they do not consistently ensure that parents are provided with information that gives them the opportunity to further support their children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and two of her staff have completed designated persons training for safeguarding. This helps to ensure that there is always someone available to provide staff with support and advice should they have any concerns about a child's welfare. Staff show a good understanding of the different types of abuse and how to identify different signs and symptoms. They are aware of the pre-school's safeguarding policy and procedures, and know how to make a referral. The whistle-blowing procedure is also known and understood by staff.

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

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

- build on the strategies used during group activities so that younger children have further opportunities to be highly challenged and engaged in their learning
- extend the good communication with parents, exploring ways to consistently share information with them about how they can support their child's learning at home.

## Setting details

<b>Unique reference number</b>	EY271753
<b>Local authority</b>	Essex
<b>Inspection number</b>	10086990
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Beaches Pre-School Committee
<b>Registered person unique reference number</b>	RP910008
<b>Telephone number</b>	07709603246
<b>Date of previous inspection</b>	28 November 2018

## Information about this early years setting

Beaches Pre-School registered in 2003. The pre-school employs 11 members of childcare staff. Of these, six hold early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school supports children who speak English as an additional language and those with special educational needs and/or disabilities. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ann Cozzi

## 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 parents during the inspection and took account of their views.

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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