

Inspection of St.Teresa's Pre-School

Parish Centre, 109 Ashingdon Road, ROCHFORD, Essex SS4 1RF

Inspection date: 22 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children settle easily into the small, cosy and intimate pre-school environment. They quickly build close attachments with caring and dedicated staff. All children, including those with special educational needs and/or disabilities, develop their confidence rapidly. Children receive close individual attention in the snug surroundings and this helps them to feel safe and secure.

Children thoroughly enjoy exploring a wealth of resources that stimulate their curiosity and imagination. They play together happily. Children quickly learn to share and take turns. They are considerate to their peers and form good friendships. Staff remind children frequently of the rules and boundaries of the pre-school. This helps them to understand staff's expectations and promotes positive behaviour.

Children have a wonderful time in the imaginatively designed garden. They examine bugs and creatures. Children dig and stir leaves into mud. They explore the many enchanting constructions and recesses of the garden with excitement. Children plant herbs and vegetables. They rub herbs with their fingers and smell them to decide which to add to the potions they mix. Children develop good muscle control and concentration as they squeeze pipettes and pick up flowers with tweezers. They excitedly pour from bottles and containers of fascinating and colourful liquid.

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

- Staff plan the curriculum around the interests and needs of individual children. For example, they obtain specific resources to meet children's needs and provide further challenge. Staff obtain information from parents and assess children's progress accurately. They quickly identify any delays in learning and provide effective support to enable all children to reach their full potential.
- Partnerships with parents are strong. Staff involve parents in their children's development and support them to continue the learning at home. They work closely with other professionals to ensure that all children make the best possible progress. Parents are complimentary in their comments about the pre-school and staff value their suggestions, contributions and feedback.
- Children manage their personal care and hygiene independently. Staff teach them to enjoy healthy food and they experiment with different flavours. Children examine fruits and discover how they feel, smell and taste. They chop up their fruits and pour their own drinks. Staff involve children in their routines. For instance, at the end of the session, they ask children to hunt for objects of one colour to encourage them to tidy away.
- Staff encourage the older and most able children to develop their early writing

skills, teaching them how to write lists, recipes and menus in role play. Staff provide clipboards, paper, pens and chalks to interest children in writing outdoors and to challenge their learning further.

- Children choose books to share with staff from an interesting selection. They enjoy turning the pages and discussing the characters in the stories. Children laugh heartily as staff point out their comical antics. Staff build on children's developing vocabulary and language skills. They introduce new words and use sign language and clear pronunciation.
- Staff receive many opportunities to pursue their continuous professional development. Managers supervise staff well and care for their well-being. The manager and staff continually reflect on their practice and the effectiveness of the provision.
- Staff join children at their activities and extend their learning as they play. For example, children enjoy stacking wooden shapes on spindles. Staff talk to them about the colours and shapes they are using. They help children to sort the shapes into order according to size. However, staff do not always respond fully to individual children's questions and comments to promote further learning.
- Staff are good role models and children follow their example. Staff provide creative activities and foods for them to sample from different cultures when they mark special occasions. Nevertheless, staff do not broaden children's understanding of the wider world to the fullest extent, or teach them about the differences and similarities of people and places beyond their own experience.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge of safeguarding matters and how to protect children. They are aware of the signs that may indicate that a child is at risk of harm, including radicalisation and other forms of abuse. Staff know the procedures for recording and notifying any concerns and how to seek advice. Procedures for the recruitment of new staff and committee members are robust. The manager checks the suitability of staff and the committee regularly to keep children safe.

What does the setting need to do to improve?

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

- support staff to improve their ability to listen and respond to children's questions and promote learning to the fullest extent
- increase opportunities for children to learn more about the world and the differences and similarities of people and places beyond their own experience.

Setting details

Unique reference number	EY270968
Local authority	Essex
Inspection number	10070306
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	12
Number of children on roll	16
Name of registered person	St Teresa's Pre-School Committee
Registered person unique reference number	RP521708
Telephone number	07980 388786
Date of previous inspection	18 May 2015

Information about this early years setting

St. Teresa's Pre-School registered in 2003. The pre-school opens Monday to Wednesday from 9am until 3.30pm, and Thursday and Friday from 9am until midday, during term time only. There are four members of childcare staff, three of whom hold early years qualifications at level 3.

Information about this inspection

Inspector

Jenny Forbes

Inspection activities

- The inspector viewed all areas of the pre-school and discussed the learning programme with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff, the committee chairperson and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection, and looked at relevant documentation.

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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