

Inspection of The Hall Road Kindergarten

The 4th Rochford Scout Headquarters, Church Walk Hall Road, Rochford, Essex
SS4 1NN

Inspection date: 28 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at pre-school. They are curious and look forward to exploring the stimulating activities and resources provided. For example, they relish the opportunity to investigate bugs and worms in the large field outside. They search under leaves and use magnifying glasses to help them in their quest. Children understand that they need to be very gentle with worms they find and they respect the environment. Children dig in the earth with spades and metal ladles and are highly engrossed in making up imaginative games. Children learn interesting new words while they play, such as 'grasshopper', 'massive' and 'wiggly'. They laugh delightedly as they run through the grounds playing hide and seek with their friends.

Children learn about emotions and staff consistently set boundaries for their behaviour. Children think about the rules of the pre-school at circle time and the reasons for having them. Children feel safe and secure in the knowledge that staff treat them fairly and with warmth and empathy. Children know that they need to give one another cuddles and staff scoop them up into group hugs. Children have very strong bonds with staff and they are growing in confidence.

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

- Leaders have a clear vision and aspire to provide children with a home-from-home learning experience. They aim to ensure that children are happy and develop their emotional well-being. Staff provide a personalised settling-in procedure that takes every child's and their family's needs into consideration. This helps children to settle quickly and make rapid progress from the start.
- Skilled staff help children to learn early mathematical skills through innovative activities. They introduce children to concepts of weight and measurement in the home corner with kitchen scales. Children are completely fascinated as the needle moves when they push down on the scale, and they explore adding and taking away. Children are learning to match and identify numbers. For example, they play with numbered cars and a garage with corresponding numbered parking spaces. However, occasionally, staff miss the opportunity to further extend the learning of the most-able children so that they make the best possible progress.
- Children learn about celebrations and festivals celebrated in the local community. They play with a wide range of diverse toys and resources that help to teach them to respect all people. They are learning that they are unique and have individual needs. For example, children with specific dietary requirements know from a young age how to keep themselves healthy and well. Children are very well behaved and learn to share and take turns.
- The manager is reflective in her practice. She looks to continuously develop the

setting through feedback from staff, parents and regular reviews. Staff are highly skilled and the team has many years of experience between them. They are deeply committed to keeping their teaching at a very high level. Staff attend cluster meetings and training courses, and conduct research online.

- Children enjoy the range of sensory resources. They are highly engaged in snipping paper with scissors. Staff help children to hold the scissors correctly. Staff give children praise and encouragement that keeps them motivated and they really persevere. Children find it amazing when they create beautiful patterns in the paper. They focus and enjoy the attention and time that staff give them. However, sometimes, children do not have access to further resources during activities so that they can build on what they know and extend their learning further.
- Partnerships with parents are excellent. Parents appreciate the communication they receive from staff and are very pleased with the progress their children are making. They value the many opportunities that their children have to learn about the world around them. Children with special educational needs and/or disabilities are particularly well cared for. Staff support their individual needs and work closely with outside agencies to help them to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibilities to safeguard children. They are confident and knowledgeable in identifying and addressing concerns relating to safeguarding and wider child protection issues. They attend ongoing training to keep up to date with new legislation and refresh their knowledge. Staff carry out rigorous risk assessments daily to ensure that the premises are safe both indoors and out in the field. The owner and manager conduct safer recruitment procedures and check that staff remain suitable in their roles.

What does the setting need to do to improve?

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

- make the most of opportunities to challenge the most-able children so that they make the best possible progress
- review and develop activities to allow children to have access to further resources so that they can build on what they know and extend their learning further.

Setting details

Unique reference number	204058
Local authority	Essex
Inspection number	10072496
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	17
Name of registered person	Osborne, Janet Anne
Registered person unique reference number	RP909557
Telephone number	01702 531067
Date of previous inspection	11 February 2016

Information about this early years setting

The Hall Road Kindergarten registered in 1993. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 4 and two are qualified to level 3. The pre-school opens from Monday to Friday during term time only. Sessions are Monday and Friday from 8am until 12.30pm and Tuesday, Wednesday and Thursday from 8am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The manager and the inspector completed a learning walk across all areas of the pre-school. The manager explained how the early years provision and curriculum are organised.
- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and the impact on children's learning.
- The manager and the inspector observed and discussed the quality of a planned activity. They observed the teaching of two members of staff.
- A sample of documentation, including staff's suitability records and pre-school policies and procedures, was seen by the inspector.
- The inspector spoke to 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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