

# Inspection of HCA Pre-School

Hullbridge Community Association, Pooles Lane, Hullbridge, Hockley, Essex SS5  
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Inspection date: 2 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 soon become engaged in activities that are planned according to their interests. They play with their favourite toy dinosaurs and concentrate on building towers with wood and pine cones. Even the youngest children develop an understanding of basic mathematics. They sing 'Five currant buns' and hold up the correct number of fingers. Older children match cardboard socks and describe why they are the same or different. Children independently access the book area and sit quietly to 'read' their chosen book. They also have the opportunity to gather together to listen to a story and excitedly join in with familiar words and phrases.

Children understand how to keep themselves safe. They know they must walk slowly to the garden and should not take toys onto the climbing frame 'so we do not fall'. They enjoy being outside and have space to run, climb or ride scooters and tricycles. Children are kind and thoughtful. They hold a scooter and call their friend over to use it. Older children find a toy which they do not recognise and ask other children 'Is it yours?', to reunite it with its owner. They follow instructions and tidy the toys away together, while happily singing a tidy-up song.

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

- The established staff team works well together. Staff feel supported by the managers and say that the pre-school is 'a lovely place to work'. They reflect on the provision together. As a result, daily planning and tracking systems have been slightly amended. Staff explain this provides a clearer overview of what children are learning.
- While there has been no recent recruitment, systems to recruit in the future are not embedded. For example, there is no comprehensive induction training to ensure staff are fully informed of their roles and responsibilities when they first start.
- Staff engage children in meaningful conversations and encourage them to express their own thoughts and ideas. They use these opportunities to provide new words to build on children's existing vocabulary. For instance, when children talk about the ice on their car windscreens, staff introduce words such as 'scrape' and 'melt'.
- Resources and activities support children's emerging literacy skills. They access clipboards, paper and pencils outdoors and concentrate as they create a shopping list. Older children sound out the first letter of their names and sing a song about objects that start with the same sound. Staff have recently reduced the selection of available books and found that children are looking after them more carefully.
- Children are supported to think critically and solve problems for themselves. For example, they quickly assess that the sand is too dry to build a sandcastle and

suggest that 'we need water'. They gradually add liquid and continue to test whether it is wet enough to form a castle.

- Staff are very respectful to children. They give them time to sing a special song and applaud enthusiastically. They help children describe how they feel and sensitively support them to resolve a problem.
- Interactions between staff and children are positive and enhance children's learning. However, staff do not have access to focused professional development opportunities to build on their confidence and existing knowledge. Therefore, activities and the pre-school routine have not been adapted or regularly reviewed to raise the quality of teaching even higher. For example, some activities do not support children to be sufficiently creative and, at times, their learning is interrupted when they take part in large-group activities.
- There are strong partnerships with parents and other agencies to ensure all children, including those who require additional support, make good progress. Staff follow individual care plans to ensure children with medical needs receive the specific help they require. Parents describe staff as 'amazing' and 'fabulous', and feel confident their children are cared for and achieving well.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have recently completed safeguarding training. They confidently describe the possible signs and symptoms that indicate a child may be at risk of harm, and know the procedures to follow. This includes identifying children who may be vulnerable to extreme behaviours and attitudes. Staff are subject to checks to assess their suitability to work with children. The pre-school is based in a community centre. However, effective actions ensure that no unauthorised visitors access the provision. This contributes to children being safe and secure during their time at the setting.

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

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

- provide focused professional development opportunities to build on staff's existing knowledge and understanding of how children learn
- review and improve procedures so that any newly appointed staff receive appropriate induction into their role.

## Setting details

<b>Unique reference number</b>	402293
<b>Local authority</b>	Essex
<b>Inspection number</b>	10062917
<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>	38
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Hullbridge Community Association Committee
<b>Registered person unique reference number</b>	RP520643
<b>Telephone number</b>	01702 232987
<b>Date of previous inspection</b>	24 November 2015

## Information about this early years setting

HCA Pre-School registered in 1976. The pre-school employs 11 members of childcare staff, of whom nine hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm each day. 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 managers showed the inspector around the setting and explained how they organise their provision.
- Staff shared information about their key children's progress and how they support their development.
- The inspector observed staff's interactions and the quality of teaching, indoors and outside, and assessed the impact on the children's learning.
- The manager carried out a joint observation with the inspector. She discussed how she supports staff to improve their knowledge of learning and development.
- The inspector viewed a range of documentation including first-aid certificates, children's registers and the safeguarding policy and procedure.
- The inspector spoke to parents 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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