

Inspection of St. Paul's Pre-school (Basildon) Ltd

Ballards Walk, Lee Chapel North, Basildon, Essex SS15 5HL

Inspection date: 15 January 2020

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 enjoy exploring a range of stimulating activities that promote their learning. They quickly form close bonds with staff and this helps them to feel safe and secure. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning.

Children make friends and play happily together. They learn to share and take turns. They are considerate to their peers and they behave well. Children become familiar with the visual signs that help them to understand their personal care routines, such as when they need to use the toilet. They are excited and happy to be chosen as 'star of the week' and are proud to receive a certificate. Children thrive on the positive praise and encouragement from staff that boosts their self-esteem.

Children are imaginative and build on their own learning. For example, they re-enact the story of 'Goldilocks and the Three Bears'. They say how their make-believe beds are 'too soft' or 'just right' as they cosy themselves down for a pretend sleep. Children have free access to a variety of books, magazines and other literature to promote their curiosity and develop early reading skills.

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

- Staff obtain information from parents about children's abilities when they first start in the pre-school. They carry out observations and assess children's development accurately over time. Staff are swift to identify any delays in children's learning and provide effective support to ensure their continued progress.
- Managers and staff build good partnerships with parents and carers. Parents and carers say how much they value the support given to their families and how well their children are progressing. Staff work closely with other provisions in the local community that children also attend. They exchange information to promote continuity of care and learning for children.
- Staff are good role models and encourage children to follow their example. They provide quiet areas and sensory resources to help children to feel comfortable and settled. Children who are new to the pre-school are supported on an individual basis. This helps them to become familiar with key staff and adjust quickly to the new environment.
- Children are active learners. They are curious and enjoy moving around the pre-school to experience all the activities offered. They develop their attention span as they concentrate on completing puzzles. They use scissors to cut dough and have opportunities to draw geometrical shapes. Children of different ages listen

to the sound of dried pasta falling through tubes as they pour it from jugs. They scoop it repeatedly and are fascinated to watch it cascade into a tray.

- Staff plan the curriculum to meet the needs and interests of individual children. They set out the resources according to the requirements of the children attending. For example, they provide construction bricks in the shape of animals. Staff discuss the sounds that animals make and they talk about animal families and habitats. Children learn new vocabulary and develop their hand-to-eye coordination and muscle control.
- Children become involved in tidying away their activities and this promotes their independence. However, they do not have opportunities to extend their self-help skills fully. For example, they do not take part in the preparation and serving of snacks and they do not take responsibility for hanging up their coats.
- Staff promote healthy eating and exercise to maintain children's health. Children have access to outdoor play every day. However, facilities and space for children to play in the winter months are limited, particularly for those children who learn best outside.
- Staff receive plenty of opportunities to pursue their continuous professional development. Managers carry out regular supervision meetings with staff to ensure their well-being and training needs are met. Managers and staff reflect on their practice regularly. They seek the views of parents and carers to ensure the effectiveness of the provision.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular training in safeguarding. They fully understand how to protect the children in their care. Staff are aware of the signs and symptoms of abuse. They know how to record and report any concerns. Staff are aware that children can become drawn into various types of abuse, including radicalisation, and they are alert to any changes in behaviour that could indicate a risk of harm. Managers check regularly that all staff continue to be suitable to work with children.

What does the setting need to do to improve?

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

- increase opportunities for children to develop their self-help skills and independence
- develop and extend learning opportunities for children outdoors, particularly for those who prefer to learn outside.

Setting details

Unique reference number	EY471652
Local authority	Essex
Inspection number	10075617
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	26
Number of children on roll	40
Name of registered person	St. Paul's Pre-school (Basildon) Ltd
Registered person unique reference number	RP901924
Telephone number	07534 978711
Date of previous inspection	23 March 2016

Information about this early years setting

St. Paul's Pre-school (Basildon) Ltd registered in 2013. It opens Monday to Friday from 8.50am to 11.50am, Monday and Thursday from 11.55am to 3.55pm and Wednesday and Friday from 11.55am to 3.25pm during school term times. There are 11 members of staff, nine of whom hold appropriate early years qualifications at levels 4, 3 and 2. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Forbes

Inspection activities

- The inspector viewed all areas of the pre-school and discussed the curriculum 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 two of the managers and spoke to staff 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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