

Inspection of Eastwood Community Pre-School

Eastwood Community Centre, Western Approaches, Southend on Sea, Essex SS2
6XY

Inspection date: 6 February 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 thoroughly enjoy their time at the warm and inviting pre-school. They are highly enthusiastic learners and look forward to activities with great enthusiasm. For example, toddlers rush to the art table when they hear that they are going to paint. They eagerly listen to staff tell them about vegetables and how they grow in the ground. Children identify carrots, broccoli and potatoes, and use them to make colourful prints. They enjoy exploring the different textures of the vegetables. Staff introduce children to new words, such as 'prickly' and 'slimy'. They are beginning to learn about healthy eating.

Children are deeply engaged in learning in the garden. They feel safe and secure to try new things. For instance, they delight in going down the slide in as many different ways as they can. Children concentrate on filling their watering cans from the water tank themselves. They try really hard to lift their heavy cans to water the plants and race back to do it again. Children enjoy posting cars down a long pipe and run around to see how far the cars have gone. They independently discover that the higher they balance the pipe, the faster the cars go.

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

- Experienced staff use songs and rhymes to develop children's language skills throughout the day. Children start to learn new songs and focus intently on learning the actions and words. Staff are fun and inventive, and children get involved with excitement. They are energetic and sing at the top of their voices. Staff intelligently introduce mathematical skills to children through the songs. Children are confident, happy to make choices and stand up in front of the group. They flourish as they feel accepted and have the time to develop at their own pace.
- Partnerships with parents are excellent. Parents comment that staff are 'amazing' and 'brilliant'. They appreciate the support that the kind and caring staff offer them and children. Parents are delighted that their children settle quickly and make good progress right from the start. They value the opportunities staff give children to make a confident move to school.
- Children develop independence skills throughout the day. They help themselves to a wide range of healthy fruit and drinks at snack time. Older children relish their time at forest school where staff follow their interests and discoveries. They explore and connect with nature and learn to adapt in a new environment. Children return with huge smiles and mud on their faces. However, sometimes, staff do not give younger children a clear understanding of what behaviour they expect from them and how it affects others.
- Children with special educational needs and/or disabilities are especially well cared for. Leaders use additional funding to enhance children's experiences and

help support their needs. Staff work closely with parents and outside agencies to help children make very good progress. They prioritise children's emotional well-being.

- Staff give children many opportunities to get to know how they are unique. Children visit a care home every month and spend time with older residents. They happily play games and talk to them. Managers commit to local fundraising causes. Children learn about those less fortunate than themselves. They gain respect and have compassion for the differences in others.
- Managers support staff through regular supervision meetings and training. They help staff to develop their teaching skills through in-depth observations and feedback. Managers are proactive and reflective in their practice. They continuously look at ways to improve. Managers work well with the other two settings in the group to integrate good practice and ideas.
- Staff assess children's progress regularly and work hard to close any gaps in their learning. They use this information to plan meaningful next steps for children's learning. Staff plan activities that include children's individual interests. However, occasionally, staff do not adapt activities to extend children's learning to help them to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of the signs and symptoms that may indicate a child is at risk of harm. They have a good understanding of the process to report any concerns about the welfare of a child. Managers ensure that staff members keep their knowledge up to date and they attend regular training and have briefings during staff meetings. New staff members are recruited through safer recruitment procedures and they undergo a thorough induction. This ensures that staff are suitable and have the necessary skills to fulfil their roles in the nursery.

What does the setting need to do to improve?

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

- provide younger children with a clearer understanding of exactly what behaviour is expected of them
- strengthen the organisation of activities so that they can be adapted to extend children's learning.

Setting details

Unique reference number	119473
Local authority	Southend-on-Sea
Inspection number	10072330
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	50
Number of children on roll	57
Name of registered person	Eastwood Community Playgroup Association Committee
Registered person unique reference number	RP519093
Telephone number	07986 982697
Date of previous inspection	10 February 2016

Information about this early years setting

Eastwood Community Pre-School registered in 1980 and is one of three settings run by the same committee. The pre-school employs 10 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 4, eight at level 3 and one at level 2. The pre-school opens from Monday to Friday during school term times only. Sessions are from 9am until 3pm on Monday, Wednesday, Thursday and Friday, and from 9am until 12.30pm on Tuesday. 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, the supervisor and the inspector completed a tour of the pre-school. The manager and the supervisor explained how the early years provision and curriculum are organised.
- The inspector observed a range of activities indoors and outside, and assessed the quality of education and the impact of children's learning.
- A joint observation was carried out by the inspector and the pre-school supervisor.
- The inspector spoke to parents during the inspection and took into account their views.
- A sample of relevant documentation, including staff's suitability records, was seen by the inspector.

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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