

# Inspection of Eastwood Community Early Years

Edwards Hall Primary School, Macmurdo Road, Leigh On Sea SS9 5AQ

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Inspection date: 14 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily greet visitors and confidently move between the indoor and outdoor areas throughout the session. Older children attend a forest school once a week. During these sessions, they have many opportunities to learn more and build on what they already know. Children find roots as they dig in the mud, and remember that these are needed to feed the trees to help them grow. They competently weave sticks through branches to complete their den. Children excitedly compete to find the biggest stick, helping to deepen their mathematical understanding.

Staff identified some gaps in children's learning and development, following their return to nursery after the COVID-19 pandemic. As a result, there is a particular focus on developing children's small-muscle skills to prepare them for early writing. They thread string through templates and enjoy manipulating scented dough. Adults sensitively repeat back what children say so they can hear the correct pronunciation and structure of words and sentences. Older children hear and use more complex words, such as 'steep' and 'shelter', providing them with a rich, extended vocabulary.

Children clearly understand the rules of the setting. At forest school, they know they must not go past the yellow ribbons without an adult. All children respond immediately when staff rhythmically clap their hands to gain their attention.

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

- The manager provides strong leadership. Regular meetings ensure that her vision and aims are shared with the staff team. Staff feel well supported. The impact of training is reflected in quality interactions. Following sessions on self-regulation, adults validate children's emotions by telling them it is ok to be sad or upset when another child takes their toy. They encourage children to think about the feelings of others and to take turns if they both want the same tool.
- The broad curriculum meets the specific needs of all the children. Children who are more comfortable playing outdoors practise their writing on large chalk boards in the garden. Available resources enable children to make progress as they grow and develop their skills. There are three climbing frames, offering different levels of challenge. Some children are able to expertly swing from the bars of the large metal dome. Younger children, or those who need extra support, are helped to use the smaller piece of equipment. Additional funding has been used effectively to ensure all children can benefit from all the experiences on offer.
- Key persons know the children well. They describe children's starting points and personalise the ways they help children to settle. Parents and carers talk about

the positive relationships they have with their child's key person. This contributes to consistent support, helping children to feel secure. Parents and carers say they have seen a 'massive difference' in their children since starting nursery. They feel that the forest school provision, in particular, promotes children's resilience and independence.

- Staff use engaging strategies to support children's communication and language skills. For example, they show children a large box and ask them what they think is inside. Children eagerly make guesses and patiently wait to see what will appear. However, in a large group, some younger children, and those sitting at the back, do not consistently gain as much from the activity and lose interest.
- Children begin to recognise their similarities and differences. Staff talk to them about their interests and what makes them special. Displays reflect things that are important to them. During the pandemic, key-worker parents sent in photographs of themselves in uniform. These are used to promote discussion and conversation. At times, however, not all children have the same opportunities to be fully involved to be able to celebrate what makes them unique.
- The nursery is extremely proud of the effective partnerships staff have with parents and other agencies. Joint workshops with the on-site school help support a smooth transition to children's next stage of education. Parents appreciate the exceptional support they received during the pandemic and the excellent, ongoing level of communication.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of a wide range of safeguarding issues that could negatively impact on a child's well-being and safety. This includes how to identify and report their concerns. Staff know what to do if they are worried about the behaviour of other adults working with children. The manager ensures that safeguarding is regularly discussed in supervision meetings to maintain a focus on protecting children. Leaders follow procedures to support them to safely recruit new staff. They carry out checks and use the probationary period to assess staff's ongoing suitability 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:**

- develop staff's planning of group times to fully engage all children who take part and successfully meet their learning needs
- make more effective use of the opportunities available to support children to learn to recognise their similarities and differences and to celebrate what makes them unique.

## Setting details

<b>Unique reference number</b>	EY555930
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10174549
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Eastwood Community Playgroup Association Committee
<b>Registered person unique reference number</b>	RP519093
<b>Telephone number</b>	07526291734
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Eastwood Community Early Years registered in 2017. It is run by a committee who are responsible for two other settings. The setting is based in the grounds of Edwards Hall Primary School in Leigh-on-Sea, Essex. It opens from 7.30am to 6pm Monday to Friday and provides breakfast and after-school clubs for school-age children. 12 members of staff, including the manager, work directly with the children.

## Information about this inspection

**Inspector**  
Fiona Sapler

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection.
- The manager and the inspector carried out a joint observation and discussed how the activity supports children's learning.
- The inspector reviewed a range of documentation to demonstrate the suitability of staff.
- The inspector spoke to parents over the phone 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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