

# Inspection of Westcliff Pre-School

Apostolic International Faith Ministries, 925 London Road, Leigh-On-Sea, Essex SS9 3LQ

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Inspection date: 17 May 2022

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is outstanding**

Children flourish at this exciting all-inclusive pre-school. They settle quickly and form strong friendships. Staff are warm and highly receptive. They know children and families well, developing close rapport. Children feel valued, due to high levels of praise and encouragement, and become confident communicators. They approach others with ease, and are proud to showcase their achievements.

Children's behaviour is exceptional. They are caring towards each other and living things. Children carefully water plants and let others have a turn with the spade in the sand. Staff act as superb role models for listening, sharing and turn taking. This results in children consistently following rules and expectations. They also invite each other to play. Children rejoice when others achieve a goal, for example pouring water into their cup without spilling any.

Children are superb, independent learners. They access a huge variety of activities of their choice. Children are stimulated to be explorers. As a result, they develop active imaginations. Children create 'waterfalls' by trying different techniques and equipment. Staff ask which direction the water flows and if this can change. Children delight in the challenge to find out. They explore real vegetables in the garden, asking questions to learn the names. Children discuss colours, smells and textures. They decide how to cook the vegetables, and what they might taste like. This results in deeper thinking and understanding.

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

- Partnerships with parents are superb. Parents give incredibly positive reviews. Staff give families platforms to express views or suggestions. They listen and put changes or actions into place rapidly.
- Partnerships with other professionals are excellent. The pre-school has close links with a health visitor and an early year's advisor. Staff access worthwhile training from the local authority. This means that staff are confident in a variety of areas, such as extending learning and encouraging independence.
- Assessment processes are highly effective. Clear and precise information is presented to parents and future teachers. This demonstrates staff's strong knowledge of children, how they learn, and how best to support them.
- Children with special educational needs and/or disabilities and those who speak English as an additional language make very rapid progress. Staff undertake relevant training and monitor to ensure that funding is used effectively to support children.
- Staff actively promote healthy eating and living. They provide healthy snacks and educate children on oral health. Staff explain the importance of washing hands and blowing noses. As a result, children's awareness of keeping 'germs

away' is strong.

- Children's independence is superbly encouraged and praised. They confidently choose from a huge variety of accessible resources, leading their own play. Children choose which art materials to use to create a picture, and which equipment to use in the water tray.
- Children's behaviour is exceptional. They share, respect others, and tidy up together, taking responsibility in tasks. Staff act as incredible role models and, as a result, there is a calm and positive environment.
- The quality of education is outstanding. Staff follow children's lead. They challenge them to think deeper and problem-solve via questions, such as 'what do you think will happen?' and 'what shall we do to change it?' As a result, children gain maximum learning opportunities. They thrive on the challenges and reap the rewards of learning new skills rapidly.
- The setting's routine is clear and consistent, giving children a sense of security. Children know what to expect each day and what is expected of them. This also supports children with early settling in, as they quickly learn what happens throughout the day and which children and staff they will see while there. Children, therefore, form close bonds with others and become confident explorers.
- Children have amazing opportunities to voice their opinions. For example, voting on the 'Book of the Week', choosing resources for an activity or joining in with 'Chatty Kids Club'. This results in children feeling listened to and valued. Staff use children's ideas to shape planning and future learning opportunities. Children expressed a desire to play with ponies and meet real ponies, so staff arranged for a visit to the local farm.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of their responsibility to keep children safe. They have excellent knowledge of safeguarding, including the types of abuse and signs to look out for. Staff effectively report concerns within the setting. The safeguarding leads respond swiftly and appropriately. Staff also know how to report concerns beyond the setting if leaders are not taking action. Staff keep thorough risk assessments for all areas of the setting to keep children safe. They understand about wider aspects of safeguarding, such as the dangers of being drawn into radicalisation or drug use.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | EY559221                           |
| <b>Local authority</b>                             | Southend-on-Sea                    |
| <b>Inspection number</b>                           | 10194097                           |
| <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 at time of inspection</b> | 2 to 4                             |
| <b>Total number of places</b>                      | 42                                 |
| <b>Number of children on roll</b>                  | 52                                 |
| <b>Name of registered person</b>                   | South East Learning Ltd            |
| <b>Registered person unique reference number</b>   | RP534191                           |
| <b>Telephone number</b>                            | 01702 472735                       |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Westcliff Pre-School registered in 2018. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during the school term times. Opening times are from 9am to 3.30pm, which can be split into sessions 9am to 12 midday and 12.30pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne Brown

## 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 setting and has taken that into account in their evaluation of the setting.
- The two managers joined the inspector on a learning walk of the nursery to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact this has on children's learning.
- The two managers and the inspector completed a joint observation of an activity.
- Staff, children and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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