

Inspection of More Grace Pre School and After School Club

Crown Centre, Crest Avenue, BASILDON, Essex SS13 2EF

Inspection date: 14 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The educational programme for children has yet to be fully embedded to provide them with high-quality and relevant learning experiences. Children do not always have access to a wide range of resources to encourage them to lead and extend their play. However, when activities are well thought through and meet children's current interests, they are keen to take part and quickly engage. Children have secure relationships with staff and form positive friendships with each other. They arrive happy and settle quickly.

Older children, such as those who are starting school shortly, are confident communicators. They listen carefully and try to repeat words that staff model. Children make their own play dough. They follow staff's example and roll their play dough to make snakes. Children identify whether their snake is longer or shorter than their friends' snakes. This helps them to learn early mathematical concepts.

Children become fascinated in watching a compressed compost block expand as water is added. They explore the mixture as the compost soaks up the water, using their hands and scoops. Children wait patiently until the compost is ready. They help staff to fill plant pots with the compost. Children show a keen interest in the seeds and tell staff what they are doing as they sprinkle seeds on top of the compost. This helps children to develop an understanding of the world and how their favourite fruit and vegetables are grown.

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

- The manager has worked really hard with her team to ensure that all actions raised at the last inspection have been met. Arrangements for staff supervision are robust and provide time for meaningful, constructive discussions. The manager encourages her staff to attend training courses, which is starting to develop and improve their individual and collective practice. Risk assessments are effective and minimise all possible hazards to children. However, there are still some areas of staff's practice that require further improvement in order to raise the quality of teaching and outcomes for children.
- The educational programme has improved since the last inspection. However, staff have yet to consistently provide activities and experiences that build on each child's learning to maximise the progress they make. Resources, particularly in the role play areas, are limited. This means some children quickly lose interest and disengage. Other activities, particularly outside, also lack resources. For example, there are football goals but no balls. A tray of dolls on the grass does not interest children. However, they create their own use for the tray after tipping out the dolls.
- Staff do not make the most of every opportunity to extend children's

engagement. For example, they do not always manage discussions effectively during activities with larger groups of children. Staff focus on the more confident older children, which leaves those who are shy or less likely to speak up unable to join in.

- Parents are very positive about the staff and the care their children receive. They appreciate the daily feedback. Many parents access the online app to look at and comment on their children's learning. Parents comment that their children are happy and eager to get to the pre-school and are disappointed when it is a weekend or school holiday.
- Partnerships with the local school are secure. Teachers have been to the pre-school to meet their new children and find out what they know and can do. The school uniform is kept in the dressing-up area to enable children to practise getting changed. Children talk about going to school with their siblings and taking their lunch boxes with them.
- The manager and staff have sought support from childcare advisers based in the local authority. This support offers guidance and access to more specialist services, such as speech and language therapists should staff identify gaps in children's speech development .
- Children make some progress in relation to their starting points. They learn to use polite manners and complete age-appropriate tasks for themselves. Children pour their own drinks, controlling the jug well to avoid spillages. They independently hang their artwork on the board using pegs. Children show pride in their pictures and are keen to show their friends and staff.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff keep their knowledge of safeguarding updated. They know what to do should they have any concerns that children in their care are at risk of harm or abuse. Staff have a clear understanding of the risks posed to children from radicalisation and extremist behaviours. They are aware of the procedures to follow if they identify safeguarding concerns about a colleague's practice. Risk assessments have been reviewed to help keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
take action to improve educational programmes to ensure all children are consistently engaged and motivated to learn.	22/07/2022

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

- make greater use of existing resources to extend children's learning, particularly during imaginative play
- encourage staff to organise group activities to enable all children to participate fully and share their thoughts and ideas.

Setting details

Unique reference number	EY393719
Local authority	Essex
Inspection number	10218322
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	13
Name of registered person	Triple Jo Ltd
Registered person unique reference number	RP909906
Telephone number	01268 559 788
Date of previous inspection	15 December 2021

Information about this early years setting

More Grace Pre School and After School Club registered in 2014 and is privately run. The pre-school is open on Monday, Tuesday and Wednesday from 8.45am to 2.45pm. The pre-school employs three members of staff, of whom two hold appropriate qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Buckingham

Inspection activities

- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed the curriculum and what it is that they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views on the provision with the inspector.
- The manager showed the inspector documentation to demonstrate 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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