

# Inspection of Ellenborough Park Pre School

14 Ellenborough Park South, Weston-Super-Mare, Somerset BS23 1XW

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Inspection date:

8 December 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children arrive happy. They are greeted warmly by staff who they are familiar with and quickly settle. Children are polite. Good relationships between staff and children are evident. Staff act as positive role models. They provide guidance and effective strategies to promote children's positive behaviour and well-being. Staff support most children who are struggling to regulate their emotions to use words and images to express themselves.

All children are in one room and have opportunities to independently explore and play in an environment that supports their learning needs. Staff engage them in meaningful conversations to help extend their language as they freely access a wide range of resources. However, at times, staff do not always notice when children are not fully engaged in their learning and are struggling to understand routines. Key persons are not always aware of children becoming upset when they are unable to communicate their needs, particularly for those who speak English as an additional language (EAL). This has an impact on children's learning and emotional well-being. Additionally, staff do not ensure fire exits are free from equipment should they need to evacuate children from the pre-school.

Staff support children to develop their physical skills. For example, children practise their hand-eye coordination as they use a range of equipment to make and pour tea. Older children develop their thinking and collaborative skills as they work together to build obstacle courses using wooden planks while younger children take turns and persevere as they walk and balance over the course.

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

- Children learn to manage their feelings. Staff provide consistent messages to them when any disagreements occur, helping children to understand how to regulate their behaviour on their own. They show kindness to each other. For instance, older children help younger children to put on their coats.
- Staff have a secure knowledge of children's levels of development and learning needs. They provide a broad curriculum and plan activities that help children progress. For example, they support children to develop their mathematical skills, using a range of different games and resources.
- Staff encourage all children to take part in decision making. Staff demonstrate this at story time when children are given a 'token' to place on a book to choose which one they would like staff to read.
- Staff use visual aids to help most children understand the routines of the day, such as story time. Staff read familiar stories in engaging tones and encourage children to join in. However, staff do not always notice when some children do not understand the expectations. Additionally, staff do not consistently use

effective strategies to help children communicate, such as for those who speak EAL.

- Children show their delight as staff animatedly sing songs. For example, young children clap their hands and move their bodies to the music, and older children copy actions and sing along.
- Children have opportunities to practise sharing and taking turns as they access the bikes in the outside area. However, at times, the key-person system is not fully effective, as staff do not always realise when children are upset. This does not fully support all children's emotional development.
- Parents express their high praise for all the staff in the pre-school. They say their children are cared for very well and give examples of staff sharing ideas they can carry out at home.
- Staff carry out daily safety checks. However, they are not fully effective. For example, a door marked as a fire exit is blocked by obstacles and not useable in the event of a potential evacuation.
- All children are encouraged to develop their independence. They independently access the toilet, put on their coats, pour drinks, and use utensils at snack time.
- Staff are aware of children's family backgrounds and cultures. They explore and plan ways in which they can work more closely with parents to share their traditions. This supports children's awareness of similarities and differences in their community and the wider world.
- The enthusiastic special educational needs coordinator fully understands her role and responsibilities. She embraces training to help improve her skills. She shares her knowledge with staff to help them develop their own skills. Early plans are implemented without delay to support gaps in children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and managers complete regular child protection training to keep their knowledge up to date. They can identify signs that could indicate a child is at risk of abuse or neglect. They are clear on the procedures to follow should they have concerns about the behaviour of a colleague and understand their roles and responsibilities in keeping children safe. They know how to escalate their concerns outside of the pre-school if required.

## What does the setting need to do to improve?

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

	Due date
ensure key persons meet children's emotional needs at all times	15/12/2022

ensure that risk assessments and daily safety checks are thorough, to ensure that fire evacuation exits are free from obstacles.	15/12/2022
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**To further improve the quality of the early years provision, the provider should:**

- help children to communicate more effectively and to know the expectations of the pre-school to support their understanding and language skills.

## Setting details

<b>Unique reference number</b>	2578819
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10250953
<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>	40
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Ellenborough Park Pre School Cio
<b>Registered person unique reference number</b>	2578818
<b>Telephone number</b>	01934412735
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ellenborough Park Pre School registered in 2020. It operates from the Old Hall at Corpus Christi Catholic Church in Weston-Super-Mare, Somerset. The pre-school is open each weekday, from 9am to 3pm, term time only. The pre-school employs seven members of staff, all of whom hold appropriate early years qualifications. One member of staff is qualified at degree level, five at level 3 and one at level 2. Early years funding is provided for children aged two, three and four years.

## Information about this inspection

### Inspector

Lin Harvey

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector and the manager completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documents, including evidence of staff suitability and training.
- A meeting was held between the inspector, the nominated individual and the manager.

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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