

Inspection of Johnstone Road Pre-School

Methodist Church Hall, The Broadway, THORPE BAY, Essex SS1 3HQ

Inspection date: 12 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this pre-school. They experience traditional, warm and nurturing care. The manager and her team are truly knowledgeable. They have a deep-rooted passion that ensures children make the best possible progress. Children benefit from highly effective and stimulating learning experiences. Staff have slowed down the teaching. This ensures new concepts, skills and knowledge are remembered and embedded over time. Children experience the joys of the piano. They learn about rhythm, and how to make movements to music. During circle time, children demonstrate their superb counting skills. They sing along to traditional songs and rhymes. Sometimes, they leave out the words, following actions from memory.

Children's behaviour is exemplary. They fully understand the expected behaviours. Children show respect for people and their environments. They develop strong and secure relationships with adults and peers. They display kindness, and consideration for their friends. Children play wonderfully together. For example, they work together to create a giant tyrannosaurus rex dinosaur with construction materials.

Children show genuine levels of happiness and enjoyment. They are very highly motivated to take part in the exciting and engaging activities on offer. They enjoy being part of the band as they play instruments and march along to 'The Grand old Duke of York'.

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

- Children use communication and language incredibly well. Leaders have recognised the impact of the COVID-19 pandemic, and in particular the impact on children's developing speech and language. They have adapted their curriculum as a result. They place a high priority on developing children's communication and language. As a result, children speak with incredible confidence and fluency. They engage in exquisite conversations with both adults and peers. They use their extensive vocabulary to explain what a carnivore is. They tell their friends that a Tyrannosaurus Rex only eats meat. Children have developed a love of books and storytelling, often creating their own.
- Children's learning is progressive and skilfully sequenced. Highly knowledgeable adults understand the importance of this. They know what skills and knowledge children already have. They use this information to build upon children's already extensive knowledge. For example, they build upon children's colour recognition through matching activities. Some children have secured their knowledge of colours. They progress to learning about patterns and sequences. Children are building superb mathematical concepts.

- All children are wonderfully independent. Initially, children follow picture sequences for toileting, hand-washing, and hanging up coats and bags. Adults give children the space and time to develop these skills. They provide sensitive coaching, recognising when children might need some assistance. For example, children peel their fruit and cheese, and manage personal hygiene tasks. Children develop resilience and the ability to overcome setbacks.
- Children with special educational needs and /or disabilities (SEND) are supported incredibly well. Staff work in partnership with parents and other agencies, to provide supportive, personalised plans. As a result, gaps in children's learning and development are closing rapidly.
- Staff provide children with an extensive range of experiences to learn about the community. For example, they put on a concert for the elderly and send letters, and food hampers to the homeless. They visit local parks and the beach. Visits from the fire service and local farmer provide a window into a wider world. Children explore their vehicles and learn about their roles. These experiences shape their understanding of the wider community and their place in it.
- Leaders are inspirational. The manager has extensive early years' experience. This shapes the ever-evolving and adaptable curriculum. There is a sharp focus on curriculum impact. All staff regularly review the provision and the impact on children's learning. The ambitious manager and her team access regular, targeted training and development. This consistently translates into improved teaching.
- Parents are actively engaged in the setting. They share vital information from the start about their children. This is developed regularly over time. Staff communicate with parents about children's progress and development. Parents offer extremely high praise about the provision. They comment that they feel blessed to have a place at the setting, and speak with affection about the manager and her team.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an in-depth knowledge of safeguarding and their responsibilities. They show a deep understanding of circumstances that might suggest a child is at risk. They show a secure understanding of the indicators of abuse. This includes female genital mutilation and county lines. All staff speak with confidence about the steps they would take to report a concern. Staff receive regular safeguarding updates and training. Leaders ensure that robust checks are carried out for staff who have access to children. They check ongoing suitability through declarations and discussion at supervision. Leaders ensure that the premises are safe and secure. There is also a safe room in the event of a lockdown incident. Parents provide all food for children. Staff check to ensure that contents are nut free. Where children have specific allergies to food and drink, adults supervise them for the duration of their meal. Children learn about any foods that might harm them to develop their awareness of staying safe.

Setting details

Unique reference number	119487
Local authority	Southend-on-Sea
Inspection number	10264060
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 5
Total number of places	35
Number of children on roll	24
Name of registered person	Daltrey, Vivian Amelia Margaret
Registered person unique reference number	RP512599
Telephone number	01702 582791
Date of previous inspection	22 May 2017

Information about this early years setting

Johnstone Road Pre-School registered in 2000 and operates from a community hall in Thorpe Bay, Southend, Essex. The pre-school employs six members of childcare staff. Of these, three hold an early years qualification at level 3 and one holds an early years qualification at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am to 3pm on Monday, Tuesday and Thursday, and from 9am to midday on Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Ford

Inspection activities

- This was the first routine inspection the pre-school 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The manager and inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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