

Inspection of Eastbourne Pre-School

Eastbourne Sports Complex, Bourne Avenue, Darlington DL1 1LJ

Inspection date: 18 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children display keen interests in their play and staff help them to make decisions about what they want to do. For example, children spend time exploring play dough. They use their imagination effectively. For example, children make cakes and sing 'Happy birthday'. Children enjoy role play. They pretend to be builders and wear school uniforms from the local schools. Staff talk to children about when they will move to school, and these opportunities help to prepare children when the time comes.

Children play cooperatively together and treat others well. Staff help children to learn to take turns and share. Behaviour in the pre-school is very good. Children enjoy regular outdoor play, where they can develop their physical skills. For instance, they use slides, ride-on resources and can climb trees. This helps to strengthen children's balance, movement and coordination. Staff support children to develop good health and well-being. They offer healthy snacks and encourage parents to provide children with healthy packed lunches. Staff provide activities and talk to children about the importance of brushing their teeth.

Staff have high expectations of children. They work very closely with parents to support children's learning and development. For example, staff share information with parents about the activities that children enjoy. They send home ideas for children's learning to continue at home.

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

- Staff observe and assess children's progress, helping them to build on what they already know and can do. This includes children with special educational needs and/or disabilities (SEND). Staff work closely with parents to make referrals to seek support from other professionals for children with gaps in their development. Children make good progress with their development and they are prepared well for the next stage of learning and their move on to school.
- Older children learn to manage their self-care needs on their own. For instance, they use the toilet themselves and learn to dress for outdoor play. Children help to tidy up and have good opportunities to be independent. This helps them to gain a sense of responsibility.
- Staff feel they are supported and they are given meaningful professional development opportunities. For example, staff attend regular training courses, such as safeguarding, supporting families throughout bereavement, and emotional well-being. However, monitoring of teaching is not always precise enough to identify where some staff need further support and guidance to further extend their skills.
- Parents talk very highly of the pre-school. For example, parents feel staff are

supportive and communication is fantastic. They feel their children are happy and that the pre-school is a safe place. The pre-school staff work closely with the local community and benefit from visits from the local authority. The manager has high expectations for all children and uses additional funding to ensure that those children from disadvantaged backgrounds have access to the curriculum and make good progress from their starting points in learning.

- Staff provide a stimulating and engaging learning environment which inspires children to 'have a go' at activities and develops their knowledge and skills. Children read books with staff and develop their literacy skills. They count and develop their mathematical skills as they count their pieces of fruit at snack time. Staff provide additional activities that build on children's interests. For example, they arrange visits from the local police and fire service.
- Staff support children to develop good communication and language skills. For example, staff ask questions about their play and children respond appropriately. They use sign language with all children, particularly children with SEND. Children enjoy listening to stories, songs and rhymes. However, some parts of the daily routines are not organised as well as possible to support fully children's learning, for example when children are involved in larger group activities.
- Staff create an inclusive environment. They help children to value their similarities and differences. For example, children learn about different festivals that their peers celebrate. Staff gather key words for children who speak English as an additional language. This helps children to feel secure from the start. Staff help children to learn about how to control their emotions. They talk about how they feel and what makes them happy and sad.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a very good understanding of their duty to protect children. They know how to report any concerns they may have about a child's well-being. Staff undertake regular training in safeguarding, receive updates at staff meetings and know the importance of following correct procedures. Managers understand their responsibility to keep relevant records and to check the suitability of all staff. They follow robust recruitment procedures to help ensure staff suitability. Staff supervise children well throughout the day and maintain a safe environment.

What does the setting need to do to improve?

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

- monitor the quality of teaching even more closely to identify further areas where staff can extend their skills
- review and enhance some parts of the daily routines, especially the length of adult-led group times, to maximise the learning for all children.

Setting details

Unique reference number	EY474700
Local authority	Darlington
Inspection number	10288919
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	29
Name of registered person	Wilkinson, Gail
Registered person unique reference number	RP515502
Telephone number	07799358544
Date of previous inspection	6 November 2017

Information about this early years setting

Eastbourne Pre-School registered in 2014 and is located in Darlington. The pre-school employs six members of childcare staff. Of these, four hold appropriate childcare qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions usually run from 8am to 4.30pm. The pre-school also offers extra hours in the day if parents require longer sessions. The pre-school provides funded education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 manager and has taken that into account in their evaluation of the pre-school.
- The inspector held discussions with the managers and staff of the pre-school about the design of the curriculum and how it is being implemented.
- The inspector spoke with staff and children during the inspection. She took account of the views of parents through verbal and written feedback provided.
- The inspector discussed self-evaluation and how the views of parents, staff and children are included to drive improvement.
- The inspector observed play and learning opportunities for children and undertook a joint observation of an activity with the pre-school 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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