

Earls Hall Pre-School

120 Hobleythick Lane, Westcliff-on-Sea, Essex, SS0 0RJ



Inspection date

7 June 2018

Previous inspection date

30 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff help children to develop their physical skills very well. Children thoroughly enjoy an adult-led music-and-movement session in the hall. This is followed by an exciting free-choice session on the ride-on toys. Children observe the rule of all going the same way and safely negotiate space, change speed and avoid obstacles.
- Staff form strong and sensitive bonds with children's parents. They work closely with them to ensure that they contribute to children's learning and are kept fully informed about what their children are doing and the progress that they make at the pre-school.
- Children behave well. Staff praise children for their achievements and support them to learn to respect one another, to take turns and share their toys.
- Staff provide children with a stimulating environment, both inside and outside. There is an excellent range of toys and resources. Children have independent access to these, helping them to adapt their play, make decisions and direct their own learning. Children clearly have fun and are consistently engaged in play.

It is not yet outstanding because:

- Although the manager has good systems in place to coach and mentor her team, systems for monitoring staff's teaching skills are not yet fully effective in supporting staff to achieve the highest quality of teaching.
- Systems for analysing the progress of different groups of children are still being developed.

What the setting needs to do to improve further

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

- strengthen arrangements for monitoring staff's teaching skills and further support their professional development to help raise the quality of teaching and learning
- build on arrangements for comparing the progress made by different groups of children and providing the support they need to enable them to achieve at the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work well as a team. They recognise the importance of reflection and making continual improvements to the pre-school. They take account of parents' views and opinions when implementing any changes. The arrangements for safeguarding are effective. Staff are fully aware of the signs and symptoms that may cause concern and the procedure to follow to safeguard children. Recruitment procedures are robust and regular checks on staff ensure their suitability to work with children. Overseen by the manager, staff observe and assess children's individual progress effectively. They plan well using their good knowledge of children's different needs. This helps all children, including those who speak English as an additional language and children who have special educational needs (SEN) and/or disabilities, to make good progress.

Quality of teaching, learning and assessment is good

Staff are qualified and have a good understanding of how children learn through play. Staff expertly recognise when to interact with children and when to allow them freedom to play alone or with their friends. Staff encourage children to plant flowers in the garden and help to water them. This enables them to learn about nature and how plants grow. Staff support children's language and communication skills well. They spend time talking to children as they paint pictures of 'an aeroplane and a bush'. Staff photograph children's artwork and help them to develop a sense of pride in their achievements.

Personal development, behaviour and welfare are good

Children arrive happy and demonstrate that they feel safe and are emotionally secure in this welcoming pre-school. Staff offer flexible settling-in sessions so that children can become familiar with their new surroundings. Children thrive and thoroughly enjoy their time at this pre-school. Staff are good role models who promote a very positive and calm atmosphere. This contributes to children's emotional well-being. Staff provide a very good level of support for children as they move on to school. The term before starting school, the children visit the school and participate in activities, such as 'Forest friends'. This helps children to settle easily and quickly when the time comes to start school. Children who have SEN and/or disabilities are provided with extra visits to the school to help them to become familiar with the environment and teachers.

Outcomes for children are good

Children are keen and enthusiastic learners. Daily self-registration on arrival and finding their name card at snack time help children recognise their name. This contributes to their early reading skills. Children develop a good understanding of diversity beyond their immediate family. The pre-school environment is rich in positive cultural images. Children develop their independence as they carry out simple tasks for themselves, including managing their own personal care routines and tidying up after themselves. Children develop skills that will support their future learning and move to school.

Setting details

Unique reference number	119472
Local authority	Southend on Sea
Inspection number	1126745
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	35
Name of registered person	Earls Hall Baptist Church Committee
Registered person unique reference number	RP526984
Date of previous inspection	30 September 2015
Telephone number	01702 335278

Earls Hall Pre-School registered in 1998. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. One morning a week, a qualified teacher works with the children. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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