

Leigh Road Baptist Church Pre-School

Marguerite Drive, Leigh-On-Sea SS9 1NN



Inspection date	5 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

- The new manager has developed a range of action plans and made changes that focus on improving practice. For example, she reorganised the session and has seen a decrease in minor accidents occurring during transition times.
- The inviting outdoor area provides a stimulating learning environment for children. They soon become engaged with the interesting resources set up to spark their interests. For example, children are thoroughly engrossed in filling and emptying toy trucks with earth. They experiment by rolling cars and balls down long cardboard tubes and drainpipes and watch excitedly to see how far they can travel.
- Teaching is consistently strong. Staff instinctively know when to interact with children to support and extend their learning. For instance, children intently study a bee collecting pollen. This leads to a discussion about honey and where bees live. A member of staff provides a leaflet about minibeasts to help them continue to identify other insects in the garden.
- Mathematics is threaded through the routine activities to support children's deeper understanding of numbers and counting. Children count the number of jumps on the trampoline and ensure there are enough chairs for all the children to sit down.
- Children are supported to be emotionally ready for their move to a new school. Staff accompany children to transition sessions at the local school and they enthusiastically recall their experiences when they arrive back at pre-school.
- Tracking systems do not consistently provide precise enough detail to easily identify the progress individual children are making.
- The manager has not embedded systems to encourage parents to share their views, to support them to be fully involved in evaluating the provision.

What the setting needs to do to improve further

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

- strengthen the tracking of different groups of children and evaluate their progress further, in order to close any gaps in learning more quickly and enhance the outcomes for children even more
- develop ways to involve parents in sharing their feedback, to support the evaluation of the service being provided.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including staff qualifications and documents relating to ongoing staff suitability. The inspector viewed a sample of policies and procedures, including the safeguarding policy.
- The inspector spoke to some parents during the inspection and also took account of their written views.
- The inspector spoke to staff and children during the inspection.

Inspector
Fiona Sapler

Inspection findings

Effectiveness of leadership and management is good

Staff are well supported through an established programme of supervisions. The manager works alongside the team and continually monitors practice. Strong partnerships with other agencies support children with special educational needs and/or disabilities (SEND) very effectively. The special educational needs coordinator works closely with other professionals and welcomes them into the setting to provide a consistent approach to children's care and learning. Additional funding is used well to provide resources that help to address gaps in children's development. Parents describe the staff team as 'very supportive'. They appreciate receiving termly reports and have regular chats with their key person about their child's progress. Safeguarding is effective. Staff have a good understanding of safeguarding procedures to protect children and how to report any allegations against staff.

Quality of teaching, learning and assessment is good

Staff know the children very well and talk knowledgeably about their interests and achievements. Key persons link with staff from other settings the children attend. They share relevant information and ensure that children's next steps for learning are consistent. Children are confident learners and are motivated to try out new ways of doing things. For example, they listen to the different sounds they can make when they shout through cardboard tubes and decide to dig a hole in the ground to bury the pipes. Children are fascinated to see what happens when they mix chalk and water on the ground and invent a 'tasty' mud pie with toppings of pine cones and weeds.

Personal development, behaviour and welfare are good

Children enter the pre-school happily and settle quickly. They are kind to each other and offer to share their dough so they all have the same amount. Children understand the pre-school rules. They respond to the sound of a tambourine and wait quietly to hear their next instruction, such as to start tidying up. They learn how to keep themselves safe and know, for example, they must close the net on the trampoline before jumping. Staff ask children to vote to choose a snack-time vegetable and they understand that fruit and vegetables keep them healthy. They have many opportunities to practise physical skills. Children independently pour milk from a jug and move freely in the spacious outdoors. They have fun throwing bean bags into buckets, playing football with enthusiastic staff members and balancing carefully on stepping stones. Children also choose to sit quietly on a comfortable bench shaded by the branches of a large tree.

Outcomes for children are good

All children, including those with SEND, make good progress from their starting points and develop skills to prepare them for their move to school. Children competently solve problems when, for example, they attempt to connect cardboard tubes to make an extra-long tunnel. They learn to appreciate nature. They look closely at the bumpy bark of a tree, plant tomato cuttings and explore the properties of ice. Children expand their vocabulary. They look in the mirror and draw their faces, using new words such as 'pupil' and 'frizzy'. They 'read' their favourite stories and understand the structure of a book when they close it firmly and clearly pronounce, 'The End'.

Setting details

Unique reference number	EY545406
Local authority	Southend-on-Sea
Inspection number	10105020
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	2 - 4
Total number of places	28
Number of children on roll	58
Name of registered person	Leigh Road Baptist Church CIO
Registered person unique reference number	RP545405
Date of previous inspection	Not applicable
Telephone number	01702478698

Leigh Road Baptist Church Pre-School registered in 2017. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The pre-school opens term time only. Sessions are from 9am to 4pm on Monday to Thursday and from 9am to midday on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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