

Billericay Catholic Preschool



Canon Roche Centre, Laindon Road, Billericay, Essex CM12 9LL

Inspection date	22 May 2019
Previous inspection date	27 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 experienced manager and enthusiastic staff work well together as part of a friendly and motivated team. They are committed to continuously raising standards and delivering a high-quality provision for children and their families.
- Staff know the children well and demonstrate a good knowledge of their individual personalities. They talk confidently about where children are in their learning and development and what they need to do to support their continuing progress.
- Staff put a lot of thought into the planning of the environment. They introduce seasonal resources that spark children's curiosity and involvement. They plan a range of interesting activities that motivate and engage children and promote all aspects of learning.
- Children develop strong emotional bonds with their key person and all members of staff. They demonstrate that they are happy, settled and enjoy their time at the pre-school. They develop confident social skills in readiness for school.
- Staff forge strong and trusting relationships with parents and keep them well informed about children's development and well-being. Parents highly praise the staff team for the care and attention they give their children.
- Staff work effectively as a team indoors and outside, promoting children's safety and supporting them in their play and learning.
- Occasionally, staff do not adjust teaching during planned activities quickly enough to consider the varying needs of the different ages of children.
- The manager has not yet explored a wide range of performance management opportunities that aim to raise the quality of teaching to the very highest levels.

What the setting needs to do to improve further

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

- adapt teaching and planned experiences to suit the different ages of the children
- explore a wider range of performance management opportunities that are sharply focused on raising the quality of teaching to an outstanding 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. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff demonstrate a good knowledge and understanding of child protection procedures. They know how to report concerns regarding a child's welfare. Staff receive regular safeguarding training and updates, further supporting them in their role. Staff feel supported and valued by the manager and committee. Self-evaluation is effective. The manager successfully seeks the views of her team and parents to reflect on the quality of the provision and drive continuous improvements. Partnerships with parents and other professionals are strong. Parents express a high regard for the friendly, caring staff team and the welcoming and nurturing environment that they provide for their children. Strong links have been established with the local primary schools, helping to ensure continuity of learning and care.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments of children's development to plan interesting activities that engage and retain children's interest. Staff respond well to children's choice of activities, moving around to deploy themselves effectively to support children well. They get down to children's level and sensitively participate in children's play. Staff provide many opportunities to extend children's communication skills. For example, they engage in meaningful conversations with children and encourage them to share their home experiences. Staff introduce new vocabulary in context as they share favourite books together. Children enthusiastically join in with moving and singing along to favourite action rhymes. Children have many opportunities to make marks. They enjoy painting and describing their pictures to staff.

Personal development, behaviour and welfare are good

Staff help children to develop strong levels of confidence and emotional well-being. Children of all ages quickly settle into the routines of the day. Staff are positive role models for children and manage behaviour well. They encourage children to use good manners. Children are polite and friendly and learn to be tolerant, respectful and kind. Staff organise the space well so that children make independent choices about where they play and explore. They encourage children to learn about being active and eating healthy foods. Children help themselves to fresh fruit, pour their own drinks and clear away their things when they have finished their snacks. They enjoy time to play, run and explore outside in all weathers while supported by enthusiastic staff.

Outcomes for children are good

All children are making good progress from their starting points. Younger children settle quickly and learn to relate to their friends. They confidently explore the well-chosen and extensive resources. They learn to share and take turns in play. They are motivated to try new things and to take part in the good range of activities provided. Children develop good listening, speaking and social skills and communicate well with each other, staff and visitors. Children show good levels of independence and are keen to do things for themselves. They acquire useful skills that prepare them well for the next stage of their learning and the eventual move to school.

Setting details

Unique reference number	203437
Local authority	Essex
Inspection number	10072489
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	54
Name of registered person	Billericay Catholic Pre-School Committee
Registered person unique reference number	RP904775
Date of previous inspection	27 April 2016
Telephone number	07980 411925

Billericay Catholic Preschool registered in 1968. The pre-school employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including one member of staff who holds qualified teacher status, and seven members of staff hold qualifications at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.30am to midday. On Monday, Tuesday and Thursday there is a lunch club and an afternoon session. This session runs from 12.30pm to 3pm.

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