

# Step by Step Pre-School (Billericay)

Billericay Baptist Church, 140 Perry Street, Billericay, Essex, CM12 0NS



<b>Inspection date</b>	5 October 2015
Previous inspection date	9 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager and staff demonstrate a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. Monitoring and evaluation means that effective improvements have been made since the last inspection.
- Staff are well qualified and attend a wide range of training courses. The manager makes effective use of their individual skills to enhance the care and teaching children receive.
- Staff are highly skilled in helping children form secure emotional attachments. They take time to get to know families and their children well so they can support them to feel comfortable and happy using the setting.
- Children enjoy playing with a wide range of good quality toys and materials. Activities are based on children's interests and the environment supports their independent play and learning well. This means children settle quickly and make good progress.
- Relationships with parents are particularly strong. Parents speak highly of the setting where they feel welcome, supported and informed about their children's progress and well-being.

### It is not yet outstanding because:

- Opportunities for parents to share more extensively in their child's learning have not been fully explored.
- Occasionally, some staff forget to model language effectively to further promote children's developing language and communication skills.

## What the setting needs to do to improve further

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

- enhance opportunities for parents to share more frequently in their children's learning so they can further extend their children's learning at home
- extend the knowledge of all staff about how to enhance children's developing communication and language further during planned activities and child-led play.

### 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 to members of staff and children at appropriate times during the inspection, and held a meeting with the manager of the provision.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Joanne Barnett

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to look for if they have concerns about a child in their care. In addition, staff know who to contact about any child protection concerns. Children are also well safeguarded as staff go through a thorough recruitment process to determine their suitability. Children's progress is checked by their key person, who maintains records about their learning and development. Staff identify children's next steps in learning but do not consistently share this information with parents. As a result, not all parents are as involved as possible in their children's learning at home. Staff are well qualified and further training is actively encouraged. Partnership working is effective and close links have been made with the speech therapy service. Self-evaluation is used well to identify strengths and weaknesses, and managers are successful in driving improvements forward.

### Quality of teaching, learning and assessment is good

Staff provide good quality teaching through a wide range of stimulating activities, ensuring children have enjoyable learning experiences. Children's learning journals tell a true story of their progress over time at pre-school. Overall, staff encourage children's conversations. They ask questions when children play musical instruments. However, some staff forget to model language to extend children's vocabulary, in order to fully support their communication and language. Children show good levels of concentration. For example, during a sand-play session they focus closely as they transfer sand between different sized containers. Staff encourage and extend children's learning by using careful observations and accurate assessments. Consequently, children make good progress and older children acquire the skills they need to be prepared in readiness for school.

### Personal development, behaviour and welfare are good

The key-person system is effective. This is because staff help to build children's confidence to join in and take part. Staff continually encourage children to do things for themselves and praise them for trying each time. Children quickly settle into the routines of the setting, behave well and show a developing understanding of the feelings of others. All areas are well resourced and provide an interesting and enriching environment where children are able to select their own resources independently. Trips into the local community help children to understand about the world around them. Children's physical development is promoted well because staff plan times during the sessions when children can move around and exercise.

### Outcomes for children are good

Children who attend are making good progress. The pre-school provides play-based experiences that help children to engage in educational activities. For example, children count and recognise shapes, and enjoy recognising and discussing big and small objects as they explore them. This prepares them well for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY339300
<b>Local authority</b>	Essex
<b>Inspection number</b>	857179
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Step by Step Pre-School (Billericay)
<b>Date of previous inspection</b>	9 February 2011
<b>Telephone number</b>	01277654473

Step by Step Pre-School (Billericay) was registered in 2004. The pre-school employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2, 3 and 4. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 12 noon and 12.30pm until 3.30pm with a lunch club on Mondays and Fridays, these sessions run from 9am until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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