

# Bellhouse Preschool

Ramsden Bellhouse Village Hall, Church Road, Ramsden Bellhouse,  
Billericay, Essex CM11 1RT



|                          |             |
|--------------------------|-------------|
| <b>Inspection date</b>   | 9 July 2019 |
| Previous inspection date | 8 June 2016 |

| <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 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

- Children have many opportunities to develop their imagination. They are eager to explore the resources available to them. Staff help children to take time to think critically and solve problems in their play.
- Staff are kind, caring and playful with the children. They help children to form close attachments and ensure that they feel safe and secure. Staff understand the needs of the children well.
- Staff build good relationships with parents and work in partnership with them. They talk to parents every day and meet with them to discuss their children's learning. Parents and family members say that staff are friendly and approachable. They say their children are happy and they settle well.
- Staff build good links with adults at other settings and schools that the children attend or prepare to move on to. They exchange information to ensure there is continuity and consistency in children's care and learning.
- Children are confident and active learners. Staff provide them with challenging activities to enhance their learning. Children take turns and share willingly with their peers. They contribute their ideas and play happily together.
- All staff observe each other and evaluate the effectiveness of their practice. They seek the views of parents and children to help them make improvements to the activities and provision.
- Staff do not have frequent access to a wide variety of training opportunities to enhance their professional development to the highest level.
- Although managers monitor the learning of the youngest children, group tracking does not clearly identify gaps in the teaching of older children.

## What the setting needs to do to improve further

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

- establish a secure programme of continuous professional development, to expand staff's knowledge and skills and raise the quality of teaching to the highest level
- continue to develop the monitoring of groups of children to sharply focus on any differences in the teaching and learning of older children in the pre-school.

### 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 carried out a joint observation with a manager.
- The inspector held meetings with the managers and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, including the suitability and qualifications of staff, children's records, policies and procedures.

#### Inspector

Jenny Forbes

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are confident in their knowledge of the procedures to follow to protect the children in their care. The managers ensure that staff refresh their safeguarding training regularly. Staff work very effectively as a cohesive team. Recruitment procedures are robust and new staff receive a thorough induction into the policies and procedures of the pre-school. The managers work together to ensure the smooth running of the pre-school and monitor staff practice. Staff keep good records of children's attendance. Staff supervise children closely when they take short trips off the premises, for example, to the library bus. They conduct regular risk assessments of the premises and all outdoor areas. This helps them to identify any hazards in the environment and keep children safe.

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

Staff assess and track children's development. They make successful plans to help them move quickly towards their next milestone. Staff accurately identify gaps in younger children's learning and take steps to obtain effective professional support to minimise these. Children, including those with special educational needs and/or disabilities, make good progress. Children's communication and language development evolves well. They give instructions to each other as they lead activities. Staff provide materials that help children extend their play. For instance, as children make a pretend campfire they balance long cardboard tubes together to make a screen. Staff show them how to use tape to secure the tubes together. Some children oversee the construction and take charge when giving directions.

### Personal development, behaviour and welfare are good

Children have lots of energy and are physically active as they choose to run and play outside. Young and older children play cooperatively. They develop hand-to-eye coordination and muscle control as they paint a large mural together. Staff talk to children about the colours they use and how different tools make different marks. Staff sing songs to gain children's attention. Children respond well and join in the singing. Their behaviour is excellent as they line up to visit the library bus. Children queue in an orderly manner for the librarian to stamp their chosen books. Children enjoy a range of healthy foods for their snack. Staff teach them about foods from other countries and that some people are different from themselves and enjoy different things.

### Outcomes for children are good

Children practise the skills they will need when they start school. They learn to speak confidently in a group. They practise songs for their leaving concert and sing in harmony together. Children enjoy looking at books and they read aloud to themselves. They learn to recognise and write the letters of their name. Children use rulers and tape measures to find out about length and size. They become independent and help to sweep and tidy away their playthings.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY488636                           |
| <b>Local authority</b>                           | Essex                              |
| <b>Inspection number</b>                         | 10076469                           |
| <b>Type of provision</b>                         | Childcare on non-domestic premises |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Sessional day care                 |
| <b>Age range of children</b>                     | 2 - 4                              |
| <b>Total number of places</b>                    | 30                                 |
| <b>Number of children on roll</b>                | 34                                 |
| <b>Name of registered person</b>                 | Bellhouse Preschool Partnership    |
| <b>Registered person unique reference number</b> | RP909336                           |
| <b>Date of previous inspection</b>               | 8 June 2016                        |
| <b>Telephone number</b>                          | 07881 448686                       |

Bellhouse Preschool registered in 2015. The pre-school opens Monday to Friday, from 9.30am to 2pm, during school term time. There are six members of childcare staff. Of these, three staff hold an appropriate early years qualification at level 3 and one member of staff holds a qualification at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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