

# Goldingham Drive Community Preschool

Goldingham Community Hall, Park Drive, BRAINTREE, Essex, CM7 1AW



<b>Inspection date</b>	30 January 2015
Previous inspection date	30 November 2010

<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
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are well protected because staff have a good understanding of their responsibility to keep children safe. Children are happy and feel secure because of the strong bonds they have formed with the adults.
- All groups of children make good progress in their learning because teaching is of high quality.
- Good partnerships with parents and external agencies ensure that appropriate interventions and support are secured to enable children to make good progress.
- Children are developing the necessary skills and attitudes ready for school. Strong links with receiving schools ensures that the move to school is a pleasant experience for both children and parents.
- Staff are very reflective of their practice and eager to improve their skills in order to provide care and education of the highest quality.
- Leadership and management are good because there are effective systems in place for monitoring and evaluating the quality of the provision.

### It is not yet outstanding because:

- At times, the organisation of story sessions results in younger children becoming restless and does not always provide sufficient challenge for the older or more able children.

## What the setting needs to do to improve further

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

- review arrangements for story sessions in order to provide good levels of challenge and engagement appropriate to individual children's ages and stages of development.

### Inspection activities

- The inspector held meetings with the manager and conducted a joint observation with the manager.
- The inspector observed learning activities and interacted with staff and children.
- The inspector sampled documentation relating to safeguarding, self-evaluation, staff records and children's learning and development records.
- The inspector checked staff qualifications and their suitability to work with children.
- The inspector took account of the views of parents and carers.

### Inspector

Vicky Turner

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a wide range of exciting learning opportunities that motivate and engage the children in active learning. As a result, children are curious, well-motivated and ready to learn. Good systems for observation and assessment enable staff to plan well to meet children's needs and interests. For example, children enthusiastically investigate magnetism and look for objects that are attracted to magnets. Staff are skilled in questioning children and encourage them to think and solve problems themselves. Children explore the contents of a treasure box, investigate how different electronic toys work and engage in role play activities. Staff support and extend children's language and communication skills well. Children with English as an additional language are well supported and make good progress. Group discussion times provide good opportunities for children to express their ideas. Story times are less successful as younger children become restless and challenge for the older children is limited. Children are now taking an interest in birds after a visitor brought in some owls. They watch birds at home and make bird feeds with their parents. Staff engage parents in all aspects of their children's learning.

### **The contribution of the early years provision to the well-being of children is good**

Children are safe and well-cared for in this calm, welcoming environment. Children share warm relationships with the staff which gives them a strong sense of belonging. Children are becoming increasingly independent as they self-register and confidently access the continuous provision provided. Adults model positive behaviour and gently remind children of the rules. As a result, children are particularly well behaved. Children's efforts are valued and praise is used effectively to acknowledge positive behaviour and children's achievements. Staff support children with developing good social skills such as sharing and taking turns. Staff teach children self-help skills so children are able to take care of their personal needs. Children help tidy up after snack and put their toys away at the end of the session. Children learn the benefits of exercise and healthy eating. They make healthy choices from a selection of fruit and vegetables every day. There are good arrangements in place to ensure the safety of children with dietary or medical needs.

### **The effectiveness of the leadership and management of the early years provision is good**

The highly experienced manager provides strong leadership for a well-established team of knowledgeable staff. Effective tracking systems means that any gaps in learning are quickly identified, and appropriate interventions are sought to enable children to achieve. Staff receive good professional supervision from the manager who encourages them to attend relevant training to enhance their professional development. Consequently, staff are well qualified to meet the varying needs of the children. Good partnership with parents means that they are well-informed about their children's progress. Accurate self-evaluation enables management to identify priorities and set achievable targets for improvement. The recommendation from the last inspection has been successfully addressed.

## Setting details

<b>Unique reference number</b>	EY408780
<b>Local authority</b>	Essex
<b>Inspection number</b>	850941
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Goldingham Drive Community Services Limited
<b>Date of previous inspection</b>	30 November 2010
<b>Telephone number</b>	01376323305

Goldingham Drive Community Pre-School was registered in 2010. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above, including one with Qualified Teacher Status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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