

# Stapleford Abbotts Pre-School



Stapleford Abbotts Cp School, Stapleford Road, Stapleford Abbotts, Romford, RM4 1EJ

<b>Inspection date</b>	24 February 2015
Previous inspection date	4 November 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Staff provide a wide range of activities that promote children's learning. Consequently, children are enthusiastic learners who are keen to explore and investigate.
- Children benefit from a well-resourced, homely and stimulating environment. They have access to the outside area in all weathers which enhances children's development across all areas of learning. For example, children delight in making music using a range of instruments during outdoor play.
- Children are happy, confident and secure because staff sensitively settle children into the pre-school and build positive relationships with them.
- Staff establish strong and trusting partnerships with parents. They work closely with parents and other professionals to support children's individual care, development and learning needs.
- Staff provide excellent role models, and consequently, children behave well. They respond to the staff's gentle reminders about the boundaries that are in place for safety and behaviour.

### It is not yet outstanding because:

- On occasions, less experienced staff do not always give children time to think about their responses to questions that they ask, so that children can put their thoughts into words as part of their language development.
- At times, daily routines do not always support opportunities for children to lead their own play.

## What the setting needs to do to improve further

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

- enhance teaching strategies so that all staff consistently give children thinking time to put their thoughts into words to further support children's language development
- review the organisation of routines, such as group activities, so that children's opportunities for sustained play are further encouraged.

## Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager and spoke to staff throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.
- The inspector took into account the views of parents spoken to on the day of the inspection.

## Inspector

Clair Stockings

## Inspection findings

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

Staff know children extremely well because they take time to meet them and their parents, gathering information that helps children settle quickly. Staff regularly observe children and effectively use these observations to plan individual next steps in their learning. Children enjoy both leading their own play and taking part in activities, guided by adults. Staff interactions with children are strong. They talk to children and use open-ended questioning to extend their communication and language. However, on occasions less experienced staff pose questions but do not wait for the children's response, which hampers children's time to think about their reply. Staff skilfully extend children's learning as they introduce simple mathematical concepts of shape and size. For example, while building models using recycled materials, staff encourage children to talk about the colour, shape and size of the models they are making. As a result, children enhance their early mathematical development and are gaining skills which help prepare them for their next stage of learning.

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

Children receive a warm and friendly welcome to the pre-school. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. However, at times the routines of the pre-school are not sufficiently flexible to fully support opportunities for children to lead their own play. For example, staff interrupt children's play mid-session for an adult-led group activity. Consequently, children are not always given sufficient time to develop their own ideas and become fully engaged in their play. Staff develop and extend children's understanding of the importance of a healthy lifestyle. Children benefit from regular fresh air and exercise during outdoor play and are offered a range of nutritious healthy snacks.

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

The provider and staff have a good knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. Secure arrangements are in place for the recruitment of staff and all are vetted to ensure they are safe to care for children. The manager monitors the educational programmes ensuring that children's needs are clearly identified and continually met. She and her staff team demonstrate a commitment to the continual development of the whole provision and continue to identify priorities for improvement. The manager monitors staff performance both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend some relevant courses and gain additional qualifications to improve their knowledge and the quality of provision for the children. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children.

## Setting details

<b>Unique reference number</b>	EY373426
<b>Local authority</b>	Essex
<b>Inspection number</b>	1005395
<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>	24
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Stapleford Abbots Cp School Governing Body
<b>Date of previous inspection</b>	4 November 2008
<b>Telephone number</b>	01708 688 207

Stapleford Abbots Pre-School was registered in 2008. It operates from a classroom within Stapleford Abbots Primary School. The pre-school is open each weekday during term time. Sessions are from 9am to 12 noon and each afternoon from 12.30pm to 3.30pm. A lunchtime club operates from 12 noon to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3.

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