

Countryside Pre-School Nursery

Little Canfield Village Hall, Stortford Road, Little Canfield, Essex, CM6 1SP



Inspection date

10 March 2015

Previous inspection date

9 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching across the nursery is good. Staff provide a wide range of interesting and engaging activities, both inside and out. As a result, children are eager to explore and motivated in their play.
- There is a strong engagement with all parents. They are fully encouraged to contribute to the planning of children's next steps and share information about their children's learning and development from home.
- The managers fully support the drive for future improvement of the nursery. They complete a thorough and accurate self-evaluation, enabling them to implement a clear and successful improvement plan that supports children's achievements over time.
- Staff make good provision for children to develop early writing skills. For example, children are able to freely make marks on the paper tablecloth and begin to recognise the magnetic letters needed to form their name as they copy their name cards.
- The managers and staff understand and implement robust policies and procedures to effectively safeguard children.
- An effective key-person system and staff consistency supports children's well-being.

It is not yet outstanding because:

- During adult-led activities, staff do not always maximise the opportunities for children to extend their knowledge of weight and measures and understanding that print carries meaning.
- Staff do not maximise children's learning opportunities by organising the setting to enable children to independently choose to access the outdoor area.

What the setting needs to do to improve further

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

- maximise the opportunities during some adult-led activities to further extend children's knowledge of weight and measures and build their understanding of print having meaning
- improve the organisation of the nursery, so that children can access the outdoors area independently, making choices about their play to support their preferred learning style.

Inspection activities

- The inspector observed general play and the snack and lunchtime routines in the main room. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspector held joint discussions with the provider/manager in relation to observations of the children's play, learning and progress.
- The inspector spoke to a small selection of parents during the inspection, looked at written feedback from parents and took account of their views.
- The inspector reviewed the provider's self-evaluation.

Inspector

Lindsay Hare

Inspection findings

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

Staff plan a varied and imaginative programme of activities and experiences in line with children's interests. Children's next steps are identified through precise and accurate assessments, which are shared with parents. Consequently, children make good progress. Staff give children time to explore the resources on offer and then extend their learning. For example, children investigate the soil tray using a selection of tools. They use their hands to make mounds and then use flower pots to make 'castles'. Later on, they plant their flowers in the pots to take home. Children are confident talkers and staff use skilful questioning and introduce new vocabulary to develop their language further. However, occasionally, staff do not maximise opportunities to extend children's learning. For example, during a cooking activity they do not expand children's knowledge of weight and measurements as they use the scales. They do not display the recipe to further encourage children's understanding that print has meaning. Staff work closely with parents and other professionals to support children with special educational needs and/or disabilities and plan effectively to successfully close any gaps in their learning.

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

Children settle quickly as staff support them well, allowing them time to explore the environment at their own pace. Staff are sensitive to what is happening in children's home lives and support both the children and families. Therefore, children's emotional well-being is fostered well. Opportunities are provided for children who speak English as an additional language to embrace their own culture, traditions and language through purposeful play. Children learn about healthy foods as they grow fruit and vegetables on the allotment and then eat them at mealtimes. They practise good hygiene procedures. Children manage their own self-help skills competently according to their age. They serve themselves at mealtimes, butter their bread and pour their own drinks. Although children have daily access to the garden and field to run around and exercise, the organisation of the nursery does not support children in freely accessing the outdoors. Therefore, children's whose preferred learning style is outdoors do not make optimum progress.

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

The managers clearly understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. Effective arrangements for recruiting new staff, for regular supervision and observing and checking staff performance lead to a good level of consistency of practice. This enables any development points to be tackled through targeted training and support. For example, recent training on behaviour management means that staff are more consistent in dealing with any challenging behaviour. Staff are encouraged to develop their own professional development, which has a positive impact on the quality of teaching. Strong links with other early years settings support children extremely well in their move onto school. Thorough analysis of assessment information and use of trackers means that any learning needs are recognised and quickly met.

Setting details

Unique reference number	EY299391
Local authority	Essex
Inspection number	861690
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	84
Name of provider	Susan Brown
Date of previous inspection	9 July 2009
Telephone number	07860381847

Countryside Pre-School Nursery was registered in 1987. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above, including one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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