

# Zebedee Pre-School

Shotgate Community Hall, Bruce Grove, WICKFORD, Essex, SS11 8QZ



## Inspection date

22 April 2015

Previous inspection date

4 November 2009

<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

- Staff give great importance to making sure all children are treated equally. They work very well with outside specialists to improve outcomes for children. This commitment is reflected in the way children with special educational needs and/or disabilities flourish during their time at the pre-school.
- Staff effectively involve parents in their children's learning. They dedicate their time getting to know children and their families very well. This fosters good relationships and helps children to settle and feel secure. Parents greatly appreciate both the quality of teaching and the caring approach the staff bring to their roles.
- Staff pay particular attention to promoting children's language and communication skills. They introduce new words to expand children's vocabulary and use questions that encourage children to think. The use of resources, such as story boxes, sparks children's imagination and promotes conversation.
- Leadership is strong. Management are committed to driving forward improvements. The very long-serving staff team work well together. Their qualifications and attendance at training has a positive impact on the quality of teaching and learning.

### It is not yet outstanding because:

- Staff do not consistently provide the most able children with activities that are matched to their abilities.

## What the setting needs to do to improve further

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

- challenge the most able children in their learning through adult-led activities and children's self-chosen play opportunities, so they make the best possible progress.

### Inspection activities

- The inspector observed activities in the main pre-school hall and outside.
- The inspector held discussions with the management team and staff.
- The inspector and the manager took part in a joint observation.
- The inspector took account of the views of the parents.
- The inspector looked at the children's development records, planning documentation, evidence of suitability of staff, the provider's self-evaluation form and a range of other documentation.

### Inspector

Sharron Fogarty-Martin

## Inspection findings

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

Staff undertake good-quality planning and assessment. They provide activities that engage and build on children's prior knowledge and interest. Through a planned theme about mini-beasts, children search for bugs outside. They learn about animal life cycles, and they eagerly await for caterpillars to form cocoons and turn into butterflies. Children enjoy the freedom of being able to use a wide range of interesting craft materials, to create artwork using their imaginations. Staff skilfully interact with children during their play and use opportunities to reinforce learning. For example, they help them to notice patterns of symmetry, and recognise and attempt to write their name. However, staff do not always have ambitious expectations for the few children who are ready to learn at a faster rate. For example, children who are able to solve higher level mathematical problems or link two letter sounds together are not always provided with enough challenge. Nevertheless, children make good progress from their starting points and are well-prepared for school.

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

Children are happy and confidently move around the pre-school environment, because staff value the uniqueness of each child and respect them as individuals. Staff are vigilant at all times and a high ratio of staff to children ensures children play and learn safely. Staff use consistent ways to help children's understanding, and as a result, they behave well, learn to share and take turns. Children who are new to the pre-school are given time to settle in to new routines and staff support them to make friends. Staff arrange visits to places of interest, so children can learn about the world around them. Trips to the local shops teach children about road safety and their wider community. Children are independent and benefit from being able to play out in the fresh air when they choose.

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

Leadership is strong. The management team have a thorough understanding of their responsibilities. Good procedures are in place to keep children from harm. For example, first-aid training for all staff is kept current, and the premises are safe and secure. Staff are fully aware of the procedures to follow should they be concerned about the welfare of a child in their care. The manager is committed to driving forward improvements to ensure children's ongoing good progress. She carries out regular staff supervisions to identify areas for professional development and staff attend training to further their knowledge. For instance, as a result of recent training, staff have introduced many different ways for parents to support their children's learning at home. The manager monitors children's progress. She uses this information effectively to identify children who may need extra support and to improve the educational programmes on offer.

## Setting details

<b>Unique reference number</b>	EY394887
<b>Local authority</b>	Essex
<b>Inspection number</b>	859650
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Carrie Ann Rose
<b>Date of previous inspection</b>	4 November 2009
<b>Telephone number</b>	07906344227

Zebedee Pre-School has been operating for over 30 years, and re-registered under new management in 2009. The pre-school opens five days a week during school term times. Opening times are from 9am to 12noon Monday to Friday and Tuesday, Thursday and Friday afternoon from 12.30pm to 3.30pm. Children aged three and four years receive funding for free education. The pre-school supports children who have special educational needs and/or disabilities. The pre-school employs 11 members of staff, of whom seven hold appropriate early years qualifications at level 3.

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