

Stondon Massey Pre-School



Remembrance Hall, Blackmore Road, Stondon Massey, Brentwood, Essex, CM15 0DT

Inspection date

1 May 2015

Previous inspection date

11 June 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

- Safeguarding arrangements are good. Staff have a good understanding of child protection procedures, so children are well protected.
- The key-person system is highly effective in forming strong, trusting relationships with children and their families.
- Children are well taught because staff have a good understanding of the requirements of the Early Years Foundation Stage. As a result, children make good progress.
- Children with special educational needs and/or disabilities are very well supported and, therefore, make good progress from their respective starting points.
- Children are prepared well for the move to school because of the good arrangements and strong links with the receiving schools. The pre-school shares information with others settings that children attend, to ensure continuity of education and care.
- Partnerships with parents and other professionals are a key strength in ensuring that children are well supported to achieve as well as they can. Parents value the quality of education and care provided.
- The pre-school is well led and managed. Systems for evaluating the provision are good and take into account the views of parents, children and staff.

It is not yet outstanding because:

- Lack of labelling on some storage boxes hinders the ability of new and younger children to select and tidy away resources independently.
- New systems for staff supervision are effective; however, they are not yet fully embedded to support practice of the highest quality.

What the setting needs to do to improve further

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

- ensure that all storage containers are correctly labelled, so that children can easily access and return resources
- fully embed the new systems for staff supervision, such as peer observations, in order to continue to strengthen and improve on good practice.

Inspection activities

- The inspector held discussions and conducted a joint observation with the manager.
- The inspector observed learning activities and interacted with children and adults.
- The inspector sampled documentation relating to safeguarding, children's learning and development records, planning and assessment and the provider's self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of inspection.

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 use their good knowledge of the Early Years Foundation Stage, in addition to their accurate observations, to plan learning opportunities that interest and engage children. Children's language and communication skills are well promoted through group discussion times, story sessions and role-play activities. 'Busy Bees' sessions prepare the older children well with basic skills, in readiness for school. Children's mark-making skills are developing well and weekly visits to the mobile library promote their love of books. Children regularly take books home to share with their families. Staff take every opportunity to develop children's mathematical skills. Children's understanding of the wider world is well promoted. They plant sunflower seeds and care for them. Children investigate living things as they hunt for bugs in the garden and go pond dipping. Parents are actively involved in their children's education, as they receive regular advice from the staff on how to support their children's learning at home.

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

Children happily access a range of self-selected activities and enjoy periods of uninterrupted play. Adults sensitively intervene to support children's learning and extend their language. Children learn good social skills, such as sharing and taking turns, and have developed good hygiene practices. Staff have high expectations and use praise and rewards effectively to acknowledge children's achievements and positive behaviour. Consequently, children behave well. Staff promote children's independence well. However, a lack of labels and pictures on some storage boxes restricts younger children's ability to access or return toys in the correct boxes. Children learn to manage risks and learn about road safety. Staff support children to develop an understanding of healthy living, as they make healthy choices at snack time. There are good opportunities for daily outdoor play, so children receive plenty of fresh air and exercise, which promotes their good health. Children are emotionally well prepared for the challenges they may face in the next stage of their education.

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

The manager provides good leadership for an effective team, which is reflective of its practice. Recruitment procedures are rigorous to ensure staff are suitable to work with young children. There is a strong commitment to continuous professional development. Staff are, therefore, well qualified to support children's diverse needs and improve outcomes. The manager has recently supported three members of staff to develop their skills by completing childcare qualifications at level 3. Systems for monitoring staff performance are effective. However, recently introduced systems for supervision and peer observation are not yet embedded, to ensure professional supervision of the highest quality. The manager has good systems in place to check children's progress. Consequently, children who need additional help are promptly identified and supported. Recommendations from the previous inspection have been successfully addressed.

Setting details

Unique reference number	EY294319
Local authority	Essex
Inspection number	861508
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	24
Name of provider	Sarah-Jane Wallace
Date of previous inspection	11 June 2009
Telephone number	01277 824181

Stondon Massey Pre-School was registered in 2004. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm on Mondays, from 9.15am to 2.45pm on Tuesdays and Fridays, and from 9.15am to 1.10pm on Wednesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities.

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