

Great Clacton Pre-school

Burrsville County Infant School, Craigfield Avenue, CLACTON-ON-SEA, Essex, CO15 4HR



Inspection date

5 May 2015

Previous inspection date

20 January 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Practitioners are extremely knowledgeable about how children learn. They provide children with inspiring, imaginative and extremely exciting experiences. As a result, children are eager to learn, keen to explore and enthused by their pre-school environment.
- Practitioners' extensive knowledge of the children in their care enables them to have high expectations of their capabilities. The pre-school environment is rich in innovative learning opportunities indoors and outdoors. Consequently, children become extremely independent young people who guide their own learning and flourish.
- Practitioners are highly skilled at building strong and meaningful relationships with children. This loving base results in children who are confident and develop close, trusting bonds with the adults caring for them.
- Practitioners work exceptionally well with parents, outside agencies and other professionals to support children with special educational needs and/or disabilities. Their timely and meticulous interventions ensure that gaps in children's learning are swiftly closed. As a result, children make excellent progress in their learning.
- Children are expertly safeguarded as practitioners are highly knowledgeable about their responsibilities to protect them. Robust safety checks and risk assessments ensure children's ongoing safety. Comprehensive recruitment procedures require practitioners to complete appropriate checks to determine their suitability.
- Partnerships with parents are extremely secure. They are actively encouraged to contribute to their children's development through consistent communication and the effective sharing of information. As a result, children benefit considerably from the good-quality, shared learning between home and the pre-school.
- Practitioners and management are highly qualified. Rigorous supervision ensures practitioners are well supported in their role.

What the setting needs to do to improve further

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

- enhance the already superb celebration of children's achievements, for example, by providing a special place for them to keep their work and share these with parents.

Inspection activities

- The inspector observed activities in the pre-school room and outside area.
- The inspector held discussions with the manager, the head of school, the head of early years, the deputy, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at a range of records, including children's details, practitioners' details, accident and medication records, written policies, written risk assessments, information about planning and assessment and a selection of other relevant documentation.
- The inspector viewed evidence of the checks used to assess the suitability of adults and copies of practitioners' training and qualification certificates.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector carried out a joint observation with the manager to observe the quality of teaching.

Inspector

Lynn Hughes

Inspection findings

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

Practitioners' knowledge of the children in their key groups is exemplary. Planning superbly supports children's next steps in learning and engages them. Practitioners skilfully follow children's leads. For example, falling tree blossom, reminds children of snow. A practitioner tunes in on this and they talk about what snow feels like and when we usually see snow. This develops into a conversation about a current children's film with a snowman in it. The practitioner enables children to make collage pictures of this film character from the blossom and small twigs. Children's speech is superbly promoted through discussions, games and opportunities for them to be heard. The excellent range of learning opportunities help children to develop skills, which prepare them for school. Children take pride in their achievements, for example, the 'wow board' displays things that they have done well. However, there is currently no special place where children can place models or other work to share with their parents, to further celebrate their achievements.

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

Children enthusiastically participate in a wide range of activities to keep them healthy and safe. Their physical well-being is superbly promoted. For example, children learn to balance on logs used to separate areas of the exciting and well-equipped garden. Practitioners skilfully support children, to ensure their emotional stability. Children learn to take risks, for example, when they cut fruit and vegetables for their healthy snack. They extend their knowledge of risks through woodland activities, whereby they help to determine how to keep themselves safe. Children are extremely well behaved and use good manners. They are kind and caring towards each other. Children's independence skills are expertly supported by practitioners always encouraging them to have a go, before assisting them. Their critical thinking is superbly promoted by adults always using appropriate language in their questions.

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

The pre-school is managed very well by a committee who support the team of well-qualified practitioners. Practitioners use their expertise to tailor an extremely exciting array of learning opportunities to meet each child's needs. The manager's successful systems for monitoring planning and assessments ensure she keeps a sharp focus on individual children's progress. Extremely precise assessments are accurately used to identify gaps in children's learning. Swift and timely interventions are used to help to close those gaps. A rigorous programme of professional development enables the manager to support the team. Extremely accurate self-evaluation helps management to identify areas for improvement. Training is given high priority and practitioners put their new found knowledge to excellent use. For example, younger children's learning needs are more proficiently met following training in this area. Highly successful partnerships with parents and others contribute to children's all-round development.

Setting details

Unique reference number	EY379926
Local authority	Essex
Inspection number	858569
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	50
Name of provider	Great Clacton Pre-School Ltd
Date of previous inspection	20 January 2009
Telephone number	07969955457

Great Clacton Pre-school was registered in 2008. The pre-school employs eight members of childcare staff. Of these, all eight hold appropriate early years qualifications at level 2, 3 and 6. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school operates from a classroom within a local primary school.

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