

Sunflower Coppice Hatch Pre-School



Coppice Hatch Play Group, Coppice Hatch, HARLOW, Essex, CM18 6SL

Inspection date	8 May 2015
Previous inspection date	15 September 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always use information from their observations to accurately shape the children's further learning experiences and track their progress.
- At times, daily routines do not always support opportunities for children to lead their own play.
- Self-evaluation procedures and processes to monitor the delivery of the educational programmes, including assessments of children's learning and development, are not sufficiently robust to identify and target areas for improvement.

It has the following strengths

- Staff build warm relationships with children. As a result, children demonstrate that they are happy, confident and feel secure in the pre-school.
- 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.
- Children are protected through clear safeguarding procedures, which are fully understood and implemented by staff.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure ongoing assessment is consistently used to monitor and track the children's progress. Inform the planning of challenging activities that sharply focus on their precise learning needs, therefore, helping them to make the best possible progress.

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

- review the organisation of routines, such as group activities, so that children's opportunities for sustained play are further encouraged
- develop procedures for self-evaluation to ensure targets for improvement are based on rigorous monitoring of practice and enhance processes to monitor the delivery of the educational programmes, including the assessments of children's progress.

Inspection activities

- The inspector observed activities in the pre-school and talked with the staff.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed the provider's self-evaluation form.

Inspector

Clair Stockings

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff observe children as they play and have a general overview of their development. However, they do not always effectively use this information to monitor and track children's progress against all areas of their development. Consequently, the planning of activities is not always sharply focused on children's precise learning needs. In spite of these weaknesses, children enjoy their time in the pre-school and are appropriately supported to develop their ideas as they play. Children access a developmentally appropriate range of toys and resources covering all areas of learning. For example, they skilfully operate the computer as they manoeuvre the mouse and know how to click on different icons to cause things to happen. Children are listened to, supported to complete tasks, and engage in conversations with staff to enhance their language and understanding in activities. This helps to prepare them well for starting school.

The contribution of the early years provision to the well-being of children requires improvement

Children share warm relationships with the approachable and friendly staff who know them well. A well-established key-person system is in place to support their emotional needs. 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 phonics activity. Consequently, children are not always given sufficient time to develop their own ideas and become fully engaged in their play. Staff provide good role models and apply consistent boundaries, consequently, children are learning to behave appropriately. 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. Children sit together and are very sociable. They talk to each other and share experiences. Staff use these opportunities to encourage talk about the morning and to plan future activities. In this way, children's interests are further extended, and they learn to listen to each other and form opinions.

The effectiveness of the leadership and management of the early years provision requires improvement

The provider and staff have a sound knowledge and understanding of safeguarding policies and procedures, and are aware of their responsibilities in this respect. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, to identify some training needs. The manager uses regular staff meetings to discuss, and share any ideas and practice issues to further enhance the provision for children. However, defined targets for improvement have not yet been established. In addition, procedures to monitor the delivery of the educational programmes, including assessments of children's progress, are not sufficiently rigorous across all areas of their development. Consequently, any gaps in children's learning or areas where they may need extra support are not always clearly identified.

Setting details

Unique reference number	EY420544
Local authority	Essex
Inspection number	852115
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	49
Name of provider	Great Parndon Community Association
Date of previous inspection	15 September 2011
Telephone number	01279866384

Sunflower Coppice Hatch Pre-School registered in 2010. The pre-school employs six members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during school term times. Sessions are between 8.50am until 11.50am and from 12.45pm until 3.15pm.

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