

Valley Hill Nursery, Pre-School and Kids Club

The Football Academy, Langston Road, LOUGHTON, Essex, IG10 3TQ



Inspection date

10 June 2015

Previous inspection date

23 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Practitioners use short, small group times very effectively to support children's speaking and listening skills. Children interact well and enjoy using the props as part of their singing, stories and rhymes as part of their activities.
- Practitioners are effectively including children's home languages in their everyday activities. This means children feel heard and understood, which promotes their confidence as active learners to have a go and try new things.
- Children lead an active and healthy life at the setting. Practitioners make good use of the minibus to explore the local area. As a result, children go to interesting and exciting outdoor spaces where practitioners extend their learning.
- Practitioners show a high level of care and concern for children's welfare and sense of security. They put a great deal of effort into getting to know the children, so that they understand their behaviour and how they can make them feel confident and valued.
- The practitioners have a secure knowledge of safeguarding. They make sure the play environment indoors, outside and on visits is safe for the children.

It is not yet outstanding because:

- Practitioners do not consistently make enough use of the everyday opportunities to develop children's early-counting skills.
- On some occasions, during adult-led activities children become distracted by things around them and do not always have the resources they need close to hand.

What the setting needs to do to improve further

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

- extend children's mathematical skills further, weaving the opportunities to count numbers in sequence from one to five or more during everyday routine activities
- enhance children's opportunities to concentrate fully by identifying and minimising possible distractions and having resources readily available during adult-led activities.

Inspection activities

- The inspector observed activities in the nursery and a local park. She conducted a joint observation with the provider who manages the nursery.
- The inspector, practitioners and children had discussions at appropriate times during the inspection.
- The inspector looked at documentation relating to the management of the setting, including safeguarding, children's progress and self-evaluation.
- The inspector took account of the views of parents and carers spoken to at the inspection.
- The inspector checked the evidence of the suitability and qualifications of practitioners working with children.

Inspector

Alison Reeves

Inspection findings

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

Children have plenty of fun at the setting as child-initiated learning features prominently. Skilled practitioners teach children effectively, using activities that interest them, linking these to popular stories and the local natural environment. Children delight in mixing sand and water to change the consistency. They paint freely and enjoy pretend play using computer keyboards, phones and writing materials. There is plenty of purposeful conversation that helps children develop their ideas and to share what they know. Practitioners do not always make the most of the opportunities to develop children's mathematical understanding. For example, they do not use the numbered footprints on the floor to help children count as they line up to go outside. Since the last inspection, there has been a significant improvement in planning for individual children's next steps. Practitioners make sure that the younger children can achieve and older children are suitably challenged to prepare them for the next stage in their learning in school. Consequently, all children are making good progress from their individual starting points.

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

Children are eager to attend the setting and relationships with practitioners are good. Children like to help themselves to drinks and fruit during the day. They are offered balanced meals and practitioners sit with the children to eat. These very sociable occasions help children to learn to behave well, to be independent as they feed themselves using cutlery and learn to pour their own drinks. Practitioners work well with parents to gather information, they do home visits before children start and this helps to foster trusting relationships with the family. Children are learning about safety and risk, especially on their trips. The children explain about doing up the seatbelts when they sit in the minibus and they listen for the click as practitioners do up the seatbelts.

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

Practitioners have a very clear understanding of the Early Years Foundation Stage. Robust recruitment procedures are implemented to ensure practitioners have the relevant experience and are suitable to work with children. The manager makes sure everyone keeps up to date with training to safeguard children. The training programme also includes sessions that help practitioners to improve their teaching. This has a positive impact on early communication skills for all children, including those who speak English as an additional language. Practitioners use signing, picture timetables and give children plenty of time to respond to questions and, as a result, their speech is improving rapidly. Practitioners have regular supervision sessions as part of monitoring the setting. The focus on interacting with children is improving the quality and consistency of teaching. However, practitioners have not yet fully considered how they can minimise distractions and ensure that children always have all of the necessary resources during some adult-led activities. Practitioners work well with other agencies to support children and provide continuity.

Setting details

Unique reference number	EY459468
Local authority	Essex
Inspection number	1015924
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	30
Number of children on roll	21
Name of provider	Keiley Pedro
Date of previous inspection	23 May 2014
Telephone number	020 3730 8538

Valley Hill Nursery, Pre-School and Kids Club was registered in 2013. The setting employs five members of childcare staff and four chaperones who meet children at school for the kid's club. Of these, four hold appropriate early years qualifications at level 3 and above, including one with Qualified Teacher Status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language.

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