

Rettendon Pre-School

The Memorial Hall, Main Road, Rettendon, Essex, CM3 8DS



Inspection date

17 June 2015

Previous inspection date

7 October 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 practices at the setting are good and children are well protected.
- Children achieve well because teaching is of a high quality. There is a strong emphasis on developing children's basic skills. As a result, children are well prepared for their next stage of learning.
- Children are well supported at home because the pre-school successfully engages parents in their children's education. Parents receive good advice from staff on how to help their children's learning and development at home. Parents value the good quality of education and care provided.
- Staff work very closely with schools to ensure that the move to school is an enjoyable experience for both children and parents.
- The pre-school works effectively with other professionals to ensure that children receive the support they need to achieve well.
- Leaders demonstrate a strong drive to improve the quality of the provision and the outcomes for children.

It is not yet outstanding because:

- The monitoring and analysis of some assessments do not always fully reflect the range of groups of children at the pre-school.
- New systems for monitoring the performance and supervision of staff are not yet fully embedded to help move the quality of practice from good to outstanding.

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 good monitoring of children's assessments to track the progress of a range of different groups of children, in order to target interventions more effectively
- fully embed new systems for the supervision of staff, in order to continue to strengthen and improve their practice.

Inspection activities

- The inspector observed learning activities, both indoors and outdoors.
- The inspector held discussions with the manager and deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector sampled documentation relating to safeguarding, the pre-school's self-evaluation, staff records and children's learning and development records.
- The inspector checked evidence of staff's qualifications and their suitability to work with children.
- The inspector took account of the views of parents spoken to on the day.

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 and regular observations to plan interesting learning opportunities that engage and motivate children. Children are developing the skills they need to facilitate their learning when they start school. Staff take every opportunity to develop children's vocabulary and communication skills. Children learn to link letters and sounds and blend sounds to form simple words. Older children write their names and younger children recognise letters in their names. Children show a keen interest in books and thoroughly enjoy an interactive story session. They regularly take books home to share with their families. Children practise their early writing skills as they make cards for Father's Day. Children develop a broader understanding of the world because of the learning opportunities provided. They plant flowers and vegetables and feed the birds. Children take regular walks to the fields and woods nearby, where they observe seasonal changes, listen for birds and explore nature.

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

Children are warmly welcomed by staff, which sets a positive tone for the day. They happily self-select from a range of interesting activities. Children feel safe and enjoy their time at the setting because of the strong, trusting relationships they share with staff. Staff skilfully support children to develop good social and self-help skills, in preparation for their future move to school. Children self-register and manage their own hygiene routines effectively. They learn how to manage risks and use equipment safely. Children are particularly well behaved and follow instructions very well because of the well-established routines and the staff's high expectations. Praise is used effectively to acknowledge children's achievements, which boosts their confidence. The outdoor play areas, fields and woods provide good opportunities for children to do physical activities daily. Children enjoy a selection of healthy snacks and have free access to water throughout the day.

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

The highly experienced manager provides good leadership for a team of dedicated staff. Effective teamwork ensures that the pre-school runs smoothly. Procedures for checking the suitability of staff are good and all relevant policies and procedures are in place to keep children safe. New systems for monitoring staff performance and supervision are effective but are not yet securely embedded to ensure professional supervision is of the highest quality. Staff's professional development is prioritised so they are well qualified to support children's needs. The manager is currently supporting one member of staff to complete a foundation degree. Systems for monitoring children's progress are effective. However, the tracking of the progress of different groups is inconsistent and does not always allow for precise interventions. Parents, staff and children are involved in evaluating the quality of the provision. This enables staff to reflect on what the pre-school does well and identify areas for further improvement.

Setting details

Unique reference number	203895
Local authority	Essex
Inspection number	864072
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	25
Name of provider	Rettendon Pre-School Committee
Date of previous inspection	7 October 2009
Telephone number	07762909351

Rettendon Pre-School was registered in 1984 and is run by a committee. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from 9am to 1pm, Monday to Wednesday, and from 9am to 12 noon on Thursdays, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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