

Great Wakering Pre-School



The Community Centre, The Old School, High Street, Great Wakering, Essex, SS3 0EJ

Inspection date

28 September 2015

Previous inspection date

22 September 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching is variable. Activities are not yet securely planned to meet children's individual needs.
- The manager has not used sharply focused observations and evaluations of staff practice to raise the quality of teaching to be consistently good.
- Nappy changing arrangements are not effective in promoting good hygiene, or the privacy and dignity of younger children.
- Children are not always given opportunities to develop their critical-thinking skills. Staff do not continuously give children time to respond to questions asked.

It has the following strengths

- Clear risk assessments, policies and procedures are in place. These are reviewed and are understood by all staff.
- Parents speak positively about the pre-school. They feel their children are safe and well cared for.
- Staff spend time making sure that all children settle well. The warm, caring staff team build secure relationships with children who learn to behave well.

What the setting needs to do to improve further

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

	Due Date
■ use information gained from observations and assessments of children's learning and development to consistently plan challenging experiences for individual children	28/10/2015
■ ensure that there are suitable hygienic changing facilities for children who are in nappies, and which take account of children's privacy and dignity	28/10/2015
■ improve professional development and supervision arrangements to better promote the interests of children to raise the quality of teaching across the pre-school.	28/10/2015

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

- make good use of purposeful questioning in order to promote children's critical-thinking skills and give them time to respond.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lorna Blackie

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Management and staff are well qualified. However, they are not using their knowledge and skills to ensure all requirements of the Early Years Foundation Stage are met to a high standard. The management team is reflecting and reviewing ways to improve the pre-school. This includes supporting staff to develop their skills through training. However, systems to observe, assess and plan for children's development are not always effectively used by all staff. The manager has developed systems for staff supervision and appraisal. Nevertheless, staff monitoring and training does not yet support a consistently good level of teaching across the pre-school. This means the monitoring of educational programmes is not yet sufficiently strong to ensure all children make good progress.

Quality of teaching, learning and assessment requires improvement

Staff support children as they play. Weaknesses in the assessment of children's progress mean that they are not consistently challenged. Planned activities are not always purposeful. Staff do not consistently stimulate or engage children. They do not make good use of opportunities to ask children purposeful questions that promote their critical-thinking skills. Staff ask lots of questions but do not always give time for children to respond. Staff focus on supporting children to gain some of the basic skills in preparation for starting school. For example, they learn to count, name colours and practise their early writing skills. Children develop a strong sense of community. They visit the library and local visitors come into the setting representing people in the community, such as the police and the church. There are good partnerships with the local school and children attend Christmas plays, assemblies, picnics and sports days.

Personal development, behaviour and welfare require improvement

Children are generally happy, settled and actively explore the good range of resources on offer. Staff provide a welcoming environment. Children are greeted warmly as they enter the pre-school. Staff use this as an opportunity to talk to parents. Children form secure attachments and grow in confidence. Children are taught to share and take turns during their play. Staff help children to become independent in managing their own personal needs. However, staff have not considered whether the current nappy changing facilities fully promote good hygiene practice. In addition, children's dignity and privacy are often overlooked when their nappies are changed in full view of staff and other children.

Outcomes for children require improvement

Children are not yet making good progress based on their starting points. Parents share information with the pre-school about their children's likes, interests and development when they first start.

Setting details

Unique reference number	EY416814
Local authority	Essex
Inspection number	874350
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	70
Name of provider	Great Waking Pre-School Partnership
Date of previous inspection	22 September 2011
Telephone number	01702 216158

Great Waking Pre-School was registered in 2011. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including one who holds an early years foundation degree. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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