

# Ford End Pre-School

Village Hall, Main Road Ford End, Chelmsford, Essex, CM3 1LL



## Inspection date

2 October 2015

Previous inspection date

30 March 2011

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

## Summary of key findings for parents

### This provision is good

- Staff provide well-planned learning environments, indoors and outdoors which are designed to meet children's individual interests. This supports children's curiosity to play and explore. All children make good progress from their starting points.
- Teaching is good, especially in promoting children's communication and language skills. Staff actively encourage children's involvement in most activities. They follow children's ideas and interests well, ensuring they fully support children's next steps through effective interactions and knowledge of individual needs.
- Children are confident and motivated to join in. They develop close attachments to their key persons who know the children well. Children are developing a growing understanding of how to keep themselves safe and healthy.
- Staff develop strong partnerships with parents. They implement ideas to involve parents from the beginning of children's care. Staff help children to prepare for their future move on to school.
- Leaders and managers have a good understanding of the requirements of the Early Years Foundation Stage and they are committed to driving improvement. The views of staff and children are gathered to inform effective self-evaluation and identify clear priorities for improvement.

### It is not yet outstanding because:

- Parents are not always given clear information and guidance about supporting their children's learning at home.

## What the setting needs to do to improve further

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

- build on the partnership with parents so that they have a clearer understanding of how they can support their children's learning at home.

### 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 looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation including, policies and procedures and the pre-school's self-evaluation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the managers and directors.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Managers and staff are clear and well informed of their responsibilities for safeguarding children. Comprehensive assessment documents are in place to evaluate the progress of the children. All staff hold relevant childcare qualifications. Ongoing support and training have a positive impact on the quality of teaching and learning. The management team understand and effectively implement the statutory and other government requirements to meet the needs of children. Staff build relationships with parents and information is exchanged daily to develop a shared approach to children's learning. However, this is not always specific enough to help parents to fully support their children's learning at home.

### Quality of teaching, learning and assessment is good

The quality of teaching and learning is good. The well-qualified staff team have a good understanding of the learning and development requirements. They attend regular training which has had a positive impact on improving the learning experiences they offer for children. Staff use a range of effective strategies to support children to develop confidence in talking to others and expressing their own views and opportunities to solve problems for themselves. Children of all ages enjoy a range of activities that promotes their mathematics and literacy skills well. Children happily move between the indoors and outdoors, accessing the resources easily and independently. Staff use a variety of techniques to develop children's communication and language skills. For example, they ask questions to help children think, and encourage them to contribute to stories and songs. Staff form close relationships with parents to establish children's interests from the start. They have a secure understanding of the different ways that children learn. Children are provided with a good range of experiences they enjoy and that promote their future learning.

### Personal development, behaviour and welfare are good

Staff provide an environment that promotes children's self-care and independence skills well. Children settle in quickly and are eager to join in activities and make new friends. They show a growing understanding of expectations of behaviour. They remind children about appropriate behaviour and encourage them to be polite, use their manners, share and take turns. They recognise children's achievements, giving appropriate praise to build self-esteem and confidence. As a result, they make friends easily and play cooperatively together. Children begin to understand how to manage risks and stay safe. They learn about being healthy, for example, as they show an awareness of what food is good for them. This effectively promotes their physical and emotional well-being.

### Outcomes for children are good

Assessment documents are used to regularly monitor the progress of children at the pre-school. These enable staff to promptly identify any gaps in children's learning and implement effective strategies of support. Therefore, all children are making good progress from their starting points and develop the skills needed for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY296696
<b>Local authority</b>	Essex
<b>Inspection number</b>	861595
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	15
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Joanna Elizabeth Mardell
<b>Date of previous inspection</b>	30 March 2011
<b>Telephone number</b>	07754 876330

Ford End Pre-School operates from the village hall in Ford End. The pre-school is open Monday to Friday during term times only. Opening times are from 9am until 12 noon daily. A lunch club operates each day from 12 noon until 1pm. Afternoon sessions run from 12 noon until 3pm on Tuesdays and Thursdays. The pre-school employs six staff. All of the staff hold appropriate early years qualifications.

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