

Cold Norton Preschool

Cherry Blossom Lane, Cold Norton, Chelmsford, Essex, CM3 6JQ



Inspection date	6 October 2015
Previous inspection date	29 January 2009

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's qualifications and skills have a positive impact on children's learning and development. Staff show a true commitment to ongoing development and training.
- Partnerships with parents are effective. Parents make positive comments about how information is consistently shared about their children's progress.
- The staff use the setting's assessment programme effectively to track and plot children's development. Staff use this information well to plan for children's future learning.
- Children's behaviour is managed positively. They are given time to reflect on their actions, receive clear explanations and learn to negotiate and cooperate with others.
- Children are motivated and independent learners who are confident to ask questions and show increasing levels of curiosity and inquisitiveness.
- Disabled children and those with special educational needs are supported well by knowledgeable staff and effective teaching practices. Staff work closely with parents and other professionals to promote a consistent approach to children's development.
- Children are making good progress due to the continual and consistent teaching practices of the staff team.

It is not yet outstanding because:

- Sometimes, children's creativity, imaginative flair and independence to select tools and further resources are not fully extended.
- During some group activities, staff sometimes overlook opportunities to fully challenge the more-able children's understanding of mathematical problem solving.

What the setting needs to do to improve further

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

- use resources and equipment more effectively to promote children's creativity, imagination and independent learning
- provide more-able children with extra problem solving and mathematical challenges, particularly during group activities.

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 a member of the committee. She looked at relevant documentation, such as the pre-school's self-evaluation forms 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

Claire Parnell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have an up-to-date knowledge of procedures to follow if they have a concern about a child in their care. The committee takes responsibility for keeping up to date with information to safeguard children. Those in charge use an effective evaluation system to assess their service and the impact this has on children. They identify strengths and weaknesses, making plans to strengthen staff practices and performance further. Good procedures are in place to monitor staff performance. Staff identify and promote children's individual needs quickly and effectively. Staff work well as a team, supporting each other and ensuring all children are effectively supervised and engaged in purposeful activities. They provide a safe and secure environment for children through carrying out robust risk assessments.

Quality of teaching, learning and assessment is good

Staff are flexible in their approach to teaching through adult-led activities. They make changes to the activity to prolong children's concentration and interest. The consistent quality of teaching means that all staff work well to engage children in their play. They use effective questions and face-to-face interactions to encourage children to think. Staff place a strong emphasis on promoting social skills to develop children's confidence and self-assurance. This results in children being well motivated and eager to learn. Staff work well with other professionals to support and close gaps in children's learning. Staff monitor children's progress effectively, recognising how individual children prefer to learn and act on their observations. They understand the importance of focusing on closing the gaps identified in children's learning through effective planning. This ensures children's progress is promoted well across all seven areas of learning.

Personal development, behaviour and welfare are good

Staff provide a stimulating environment, both inside and outside. Children are confident to explore both environments whenever they chose. Children's physical and emotional well-being are promoted well, especially in preparation for the move to school. They practise changing clothes for physical exercise and look at photographs of the local school with staff to become familiar with new surroundings. They also receive visits from reception teachers to develop attachments and positive relationships for the future. Staff promote an effective key-person system to support successful attachments between children and staff. Staff instil confidence and support children when settling in to the pre-school. They use information about children's experiences well and provide resources that reflect their interests and preferences.

Outcomes for children are good

Children are making good progress. Progress is particularly strong in the area of language development, especially for those children with communication delays and those who speak English as an additional language. Staff have a positive attitude towards giving children every opportunity to progress and use effective teaching practices to achieve this.

Setting details

Unique reference number	204049
Local authority	Essex
Inspection number	865228
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	22
Name of provider	Cold Norton Pre-School Committee
Date of previous inspection	29 January 2009
Telephone number	01621 828845 (village Hall am)

Cold Norton Preschool was registered in 1995. The pre-school employs eight members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3, one member of staff holds a level 6 qualification and one member of staff holds a level 2 qualification. The pre-school opens Monday, Tuesday, Thursday and Friday, term time only. Sessions are from 9.30am until 12pm and 12pm until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children, those with special educational needs and those who speak English as an additional language.

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