

The Warren Childcare

Plumberow Primary School, Hamilton Gardens, HOCKLEY, Essex, SS5 5BX



Inspection date	15 October 2015
Previous inspection date	19 September 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

- Children form secure attachments to practitioners and build strong friendships with other children. Their emotional well-being is well supported.
- Practitioners have developed strong links with the host school. They use these partnerships well to help prepare children as they move on to their next stage of learning.
- The well-qualified practitioners are enthusiastic and have high expectations of themselves. They work very well together as a caring team. The safety of the children is very important to all practitioners and action is taken to keep children safe. Practitioners are vigilant and take every precaution to protect children from harm.
- Partnerships with parents are strong. There are effective strategies to include and support all children fully and meet their individual needs. All children develop an understanding of respecting others and differences within the community.
- Practitioners help children learn about the benefits of being independent to meet their personal needs. Children help prepare their snacks and find their coats before going outside. This growing independence has a positive impact on children's confidence and self-esteem, preparing them well for their move to school.

It is not yet outstanding because:

- Practitioners do not always monitor children's development sharply enough. As a result, the next steps in children's learning are not precisely targeted, in order to promote their progress to the highest level.
- Practitioners do not always encourage parents to share what their children do at home on a more regular basis.

What the setting needs to do to improve further

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

- strengthen ways in which children's progress is monitored to help plan their next steps in learning more precisely so that children make rapid progress
- enhance opportunities for parents to share information about what children are learning at home.

Inspection activities

- The inspector had a tour of the provision and observed activities in all of the play areas. She also spoke to the children and practitioners during the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager and practitioners.
- The inspector looked at evidence of the suitability, qualifications and training of practitioners working at the provision. She also looked at the self-evaluation and a selection of policy documents, including the safeguarding policy and procedures, and risk assessments.
- The inspector held meetings with the manager, representatives of the registered provider and headteacher of the host school.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust recruitment procedures and ongoing suitability checks are in place. Regular supervisions, appraisals and training ensure practitioners are consistent in their practice and continually update their skills and knowledge. This has a positive impact on the learning experiences children receive. Practitioners are aware of their roles and responsibilities. This helps to ensure children are kept safe and their well-being is promoted. Practitioners work hard to ensure that all children, including disabled children and those with special educational needs, are welcomed into the provision and supported. The manager works directly in the rooms with children, which helps her to actively support practitioners in their professional development. Practitioners have a clear vision, and self-evaluation is used appropriately to review the quality of the provision. Action plans highlight areas they would like to improve. Parents speak highly of the practitioners and provision. They comment that they receive regular information about their children's learning.

Quality of teaching, learning and assessment is good

Practitioners are enthusiastic about helping children learn and develop. They play alongside children, carefully guiding their play and helping them learn new skills. Children make good progress in their learning and development. They learn to handle tools effectively because practitioners show them, such as how to use knives safely as they cut up their fruit for snack. Children enthusiastically help to tell familiar stories as they use the props and join in with the rhyming words. They enjoy playing with a wide selection of good quality toys and resources. Activities are based on children's interests and the environment is adapted to support their learning. This contributes towards children being motivated and able to explore freely, both inside and outdoors. Practitioners use a variety of questioning techniques to promote children's communication and language development. Children are developing good literacy skills. They find their names at snack time and use a variety of media in the role-play post office to wrap parcels and send letters.

Personal development, behaviour and welfare are good

Practitioners meet children's care needs well. They ensure the premises are secure, clean and welcoming. They greet children and parents with plenty of smiles. Children quickly settle into the routines of the provision. Practitioners offer children healthy snacks, which helps them to learn about healthy food choices. They enjoy being outside in the fresh air, which helps to promote their physical well-being. Children behave well for their age. Practitioners understand that children sometimes need help when learning how to share and consider each other's needs. They are good role models who encourage children to be kind and caring towards each other.

Outcomes for children are good

Children make good progress in their learning. There are well-established partnerships with parents, host school and other professionals. This helps to promote consistency in

children's care and education. Children are well prepared for the next stage in their learning and development.

Setting details

Unique reference number	EY421070
Local authority	Essex
Inspection number	852175
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	22
Number of children on roll	79
Name of provider	4 Children
Date of previous inspection	19 September 2011
Telephone number	01621827850

The Warren Childcare was registered in 2011. The provision employs nine childcare practitioners. Of these, five hold appropriate early years qualifications at level 3, and four hold level 2. The pre-school is open Monday to Friday. Sessions are from 8.55am until 11.55pm and 12.05pm until 3.05pm, during term time. It also offers wrap-around care from 7.30am to 8.55am and from 3.10pm to 6.30pm, with school holiday sessions from 7.30am to 6.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

