

# Heybridge Pre-School

Heybridge Primary School, Rowan Drive, Heybridge, MALDON, Essex, CM9 4TU



<b>Inspection date</b>	16 October 2015
Previous inspection date	2 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 know the children well. They plan a range of exciting and challenging activities that successfully engage children of all ages and abilities and motivate them to learn. This contributes to their good progress in all areas of learning.
- High priority is given to promoting children's emotional well-being so they feel happy and secure at the pre-school. Staff are kind, caring and receptive to children's reactions and feelings, and are welcoming and supportive to their families.
- Children are familiar with the routines and this contributes to their good behaviour and strong sense of belonging. They develop good levels of independence. Staff encourage them to put on their coats, pour their own drinks and access toys and resources independently.
- There is an established and long-serving staff team, who are supported by a motivated and enthusiastic management team. This contributes to effective practice, efficient organisation and parents who speak very highly of the pre-school.
- Children play in a very safe and welcoming environment. Since the last inspection, the premises and outdoor area have been totally renovated and refurbished. Staff carry out detailed risk assessments and safety checks of equipment and resources. They are extremely vigilant about the security of all children.

### It is not yet outstanding because:

- Staff do not always give parents very precise information about their children's development when discussing their progress.
- Occasionally, staff miss opportunities to encourage children to think and then give expressive responses during conversations.

## What the setting needs to do to improve further

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

- extend information sharing with parents about their children's achievements, progress and development
- enhance opportunities for children to think through their ideas and develop their expressive language skills.

### 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 carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessments and policies and procedures.
- The inspector took account of the views of parents who were spoken to on the day.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

The management team and staff have a very good understanding of the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. All staff understand the role they play in keeping children safe from harm. Although the staff team have worked together for many years, robust recruitment procedures are in place to ensure the employment of any new staff is effective. Staff attend regular supervision meetings and work together as a cohesive team. They make good use of self-evaluation and information gained through their qualifications and ongoing training to build upon their good practice. This ensures that children benefit from continual improvements in teaching and learning. The recommendation from the previous inspection has successfully been addressed. Partnerships with parents and other professionals are good. They play a key part in how staff plan strategies and interventions to support each child's needs. Parents frequently receive information regarding the activities their children have enjoyed, including by accessing the pre-school's website or secure social network page. However, staff do not always tell parents precise information about their child's development during their otherwise accurate and regular feedback.

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

The quality of teaching is good. Children are provided with a welcoming, warm and stimulating learning environment in which they are happy and motivated to learn. Staff provide a very good range of activities, both indoors and outside. Staff undertake observations of children as they play. This enables them to effectively assess and plan activities for children's individual interests. The progress of both individuals and groups of children are checked to ensure there are no gaps in learning and no child gets left behind. Staff focus strongly on contributing to children's developing communication and language. They speak clearly, ask children questions about their play, read stories and sing songs during each session. However, there are occasions when staff do not make the most of opportunities for children to think about their ideas and give expressive responses.

### Personal development, behaviour and welfare are good

The key-person system works effectively and all staff have a very good understanding of each child's needs and interests. Children develop a good understanding of how to keep themselves safe. They treat each other with respect. Children are learning to accept the needs and feelings of others and are beginning to negotiate solutions to problems for themselves. Staff teach children about good hygiene routines and of the importance of eating healthily. Snacks are nutritious and varied. Children's dietary requirements and medical needs are fully met. They have many chances to exercise and play energetically.

### Outcomes for children are good

All children, including children who speak English as an additional language, disabled children and those with special educational needs, make good progress from their starting points. They are effectively supported in gaining important independence and self-care skills. Children are well prepared for their next stage in learning and for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY401963
<b>Local authority</b>	Essex
<b>Inspection number</b>	850402
<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>	30
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Heybridge Pre-School
<b>Date of previous inspection</b>	2 March 2010
<b>Telephone number</b>	01621 853989

Heybridge Pre-School was registered in 2009 and is run by a limited company. The pre-school employs eight members of childcare staff. Of these, five staff hold an appropriate early years qualification at level 3 and three staff hold qualifications at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am to 12 noon and from 12.30pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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