

Maldon Community Pre-School

Wantz Chase, MALDON, Essex, CM9 5DN



Inspection date	19 October 2015
Previous inspection date	17 May 2010

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

- The manager was successful in securing funding for new premises. The building is now bright, airy, welcoming and very well equipped with high-quality resources. This has a positive impact on children's learning and staff morale.
- Children progress well in their learning. They benefit from a good level of support and guidance from caring staff.
- Effective partnerships with parents, the local authority and other professionals involved in the children's care are well established. This helps to ensure a consistent approach to meeting children's needs and supporting their ongoing development.
- Staff model courteous and respectful behaviour. They teach children to be kind, share and look after friends, which helps them to learn how to behave well.
- Parents report that staff are very friendly, supportive and brilliant with the children. They speak positively about children's good progress in counting, singing and making friends.

It is not yet outstanding because:

- The manager does not yet robustly monitor the progress of different groups of children. This means she cannot be sure to promptly identify and swiftly address any gaps in children's learning.
- Children are not given enough opportunities to recognise, hear and practise using letters and sounds. This means their early literacy skills are not promoted as fully as possible.

What the setting needs to do to improve further

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

- monitor the progress of groups of children more closely to help identify and address any gaps in children's learning
- increase opportunities to help children recognise letters and practise using letter sounds, in order to further develop their early literacy 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the provider'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

Jan Linsdell

Inspection findings

Effectiveness of the leadership and management is good

The manager strives to deliver good standards of care and education for children. She is working towards a higher qualification and she uses her training to share good practice and further improve outcomes for children. The Early Years Foundation Stage requirements are implemented consistently. Staff are reflective and ongoing evaluation helps them to identify and make changes that benefit children. The manager and staff regularly observe each other's practice and share feedback on their performance. This, along with regular supervision and good access to training, helps to build staff confidence and strengthen their teaching skills. The arrangements for safeguarding are effective. Staff are trained in safeguarding procedures which means they know how to respond to any concerns about children or adults. New policies and procedures have been introduced to help promote children's regular attendance and to safeguard children from extreme views.

Quality of teaching, learning and assessment is good

Staff display good teaching skills. They know their key children well because they regularly assess their abilities and plan activities that keep children interested and motivated to learn. Staff talk to children and ask questions about their play, which helps to promote children's language skills. They make good use of the nature trail, for instance, to teach children about insects. Group activities give children the opportunity to listen to stories or sing songs with the musical instruments. This helps children to build their confidence and develop their social skills. Staff work well with parents and others to make sure disabled children and those with special educational needs receive the support they need.

Personal development, behaviour and welfare are good

Children develop friendships and form close relationships with the staff. They learn to play cooperatively together because staff consistently reinforce positive behaviour. Effective care practices help children to understand good hygiene routines and take care of their personal needs. Staff emphasise the importance of healthy eating and use effective strategies to involve parents in supplying healthy lunchboxes for their children. Children play actively in the garden every day, which helps to promote their physical development. Staff are supportive of children who speak English as an additional language, particularly during the settling-in process. One way they do this is by providing recording devices, so that parents can record reassuring messages for their children. This helps to positively promote children's emotional well-being.

Outcomes for children are good

All children make good progress in their learning, including children whose starting points are below expected levels of development. Children have good opportunities to develop their independence and self-care skills because staff give them time to do things for themselves. This contributes to preparing children for their move to school.

Setting details

Unique reference number	EY403235
Local authority	Essex
Inspection number	850492
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	40
Number of children on roll	37
Name of provider	Maldon Community Pre-School
Date of previous inspection	17 May 2010
Telephone number	01621859114

Maldon Community Pre-School has been open for many years, but re-registered in 2010. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications, including one at level 4, four at level 3 and one at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language, disabled children and those with special educational needs.

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