

# Danbury Pre-School at St John's



St. Johns C of E Primary School, Little Baddow Road, Danbury, CHELMSFORD, CM3 4NS

<b>Inspection date</b>	23 October 2015
Previous inspection date	14 September 2011

<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

- All children are very happy. They are fully engaged in activities that incorporate their interests and are suitably challenging.
- Children's behaviour is consistently good and children follow the pre-school rules. They are given clear explanations of behavioural expectations. This helps them to understand and learn how to behave towards each other.
- Staff engage parents in their children's learning and offer them ideas on how to support children's learning at home. Parents report that they are very happy with the learning and care their children receive. Staff keep parents well informed of their child's progress through regular feedback.
- The breakfast club and after-school club is well led and managed. Staff work as a team in planning interesting and challenging activities which cater for all the children's ages and abilities. There is good sharing of information about the early years children with the primary school on site.
- Staff have a clear understanding of how children learn and develop. All staff are well qualified and receive ongoing support and training. This has a positive impact on children's learning.

### It is not yet outstanding because:

- Staff do not always offer children opportunities to respond and develop their critical-thinking skills during daily and ongoing discussions.

## What the setting needs to do to improve further

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

- provide children with more opportunities to respond and explore their own ideas, make their own predictions and solve problems.

### 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. She looked at relevant documentation, such as the pre-school's self-evaluation, children's learning journeys and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The pre-school has a thorough recruitment process which ensures staff are suitable to work with children. All staff are aware of the policies and procedures to follow if they have a concern regarding the safety and welfare of a child. Through regular observation and supervision, the manager promptly identifies staffs' training needs and supports opportunities for further development. The manager regularly monitors children's learning journeys and ensures interventions are put in place when an identified need arises. The management team and staff use self-evaluation effectively to reflect on their practice, which enables the setting to make continued progress. Together, they set new targets and areas for improvement. Senior staff are very good role models, sharing their knowledge and skills while working in the pre-school room. The pre-school has built close relationships with schools that children move on to and with the local children's centre. This promotes children's welfare and their continuity of care.

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

Staff use precise observations, assessments and tracked progress to identify children's next steps in learning. Activities are suitably challenging. However, children are not always given the best opportunities to respond to questioning which encourages them to think of solutions and solve problems for themselves. Children listen attentively to story sessions. They enjoy the opportunity to act out a part in a favourite, well-known story. The key-person system is well embedded in the pre-school and parents actively contribute to their children's learning. Through activities, trips and outings, children learn about the local area and community. For example, they enjoy building dens in a nearby park. The pre-school is successful in supporting children's language and communication skills. Children take part in focused activities tailored to their individual needs.

### Personal development, behaviour and welfare are good

Children take part in a variety of activities relating to other children's cultures, festivals and beliefs. This helps them to learn and respect the differences in each other. Children learn to share. For example, they use a sand timer to organise fair turn taking. Staff build positive relationships with the children. This supports children to feel secure and happy, which promotes their confidence and self-esteem. Children's independence is encouraged and children self-register for snack time using their own name card which they place on a chosen time slot. Children learn about different healthy snacks through discussions at snack time. Children are motivated to learn in the welcoming environment where there is a stimulating variety of experiences, both indoors and outdoors.

### Outcomes for children are good

All children are making good progress from their starting points, including children who speak English as an additional language, disabled children and those with special educational needs. Gaps in learning are rapidly identified. Children develop the key skills needed for their next steps in learning and in preparation for moving on to school.

## Setting details

<b>Unique reference number</b>	EY418953
<b>Local authority</b>	Essex
<b>Inspection number</b>	851965
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Danbury Pre-School
<b>Date of previous inspection</b>	14 September 2011
<b>Telephone number</b>	08456 430 076

Danbury Pre-School at St John's was registered in 2010. The pre-school employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including one at level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The breakfast-club sessions are from 7.30am until 8.45am and the after-school club sessions are from 3.20pm until 6pm. 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, and disabled children and those with special educational needs.

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