

Sunflower Maunds Hatch Pre-School



Maunds Hatch Pre School, Maunds Hatch, HARLOW, Essex, CM18 7RG

Inspection date	4 November 2015
Previous inspection date	30 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Leaders and managers have made significant improvements to the pre-school. The quality of teaching is consistently good and practitioners have worked hard to ensure all of the requirements of the Early Years Foundation Stage are met.
- Partnerships between parents and the practitioners at the pre-school are effective. Parents speak highly of the team. They are keen to emphasise the good quality of care, support and learning. They find practitioners informative and very approachable.
- Practitioners track the progress made by each child very closely. They know about the specific challenges faced by children and precisely plan activities to help them to overcome any obstacles.
- Practitioners use children's interests very successfully. They plan the environment and experiences carefully, making sure they match children's learning needs. Children are eager to learn and thoroughly enjoy exploring the learning environment.
- Practitioners promote children's personal, social and emotional development well. They are attentive listeners when children speak and ensure group activities include every child in a meaningful and appropriate way.

It is not yet outstanding because:

- The management team have yet to strengthen their links with all of the schools and other providers of support services to optimise continuity and extended support for children.

What the setting needs to do to improve further

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

- strengthen relationships with schools and other external agencies to further ease children's move to school and optimise consistent, coordinated support.

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 lead practitioner.
- The inspector met with the lead practitioner at appropriate times throughout the session. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of practitioners working with children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The qualified and experienced team have worked hard to bring about sustained improvements in the provision for children. The system for observation, assessment and planning is being used well to inform practice. The arrangements for safeguarding are effective. All practitioners are aware of their responsibility to protect children and to refer any concerns to the appropriate agency. Practitioners demonstrate an exceptional and insightful understanding of the families and children they care for. They attend regular training sessions to maintain and develop their skills to ensure they have the teaching strategies necessary to support children's learning. Practitioners use what they learn in their practice very effectively. Supervision sessions are used well to help practitioners reflect on their work and to establish areas for professional development. The team work together successfully. They share collective responsibility for evaluating and developing the service the pre-school provides. The views of parents and children are successfully incorporated these into plans.

Quality of teaching, learning and assessment is good

Practitioners know their key children and have a detailed knowledge of each individual child's stage of development. Practitioners are skilled at making the most of learning opportunities as they emerge. Children learn mathematical skills as they count different groups of children and make comparisons. Children benefit significantly from being able to choose where they learn. Practitioners provide outdoor clothing and make the most of the recently enhanced outdoor area to promote learning across the curriculum. Children thoroughly enjoy splashing in puddles, looking at how the rain has made the equipment shine and feeling the rain on their faces. Children enjoy lots of purposeful conversation with practitioners who introduce words that the children quickly begin to use for themselves. Children who speak English as an additional language are well supported to develop their communication skills in English. Practitioners use visual prompts to help children understand what activities are on offer and routinely greet children in their home language. Parents receive regular information about their child's development and they are encouraged to share more of what their child is achieving at home.

Personal development, behaviour and welfare are good

Practitioners gather useful information from parents when children first attend. They plan flexible settling-in sessions to meet the needs of each child. The key-person system is highly effective. Children make extremely secure emotional attachments with all practitioners. Children behave well and practitioners are consistently good role models, guiding children in how to share, take turns and think about the needs of others. Children quickly learn about good hygiene and thoroughly enjoy extending their independence skills as they make their snacks and pour their drinks.

Outcomes for children are good

Children make good progress towards the early learning goals. Gaps in learning are quickly identified and concerted efforts by practitioners help children to achieve well. Children are prepared for the next stage of their learning and the move to school.

Setting details

Unique reference number	EY420530
Local authority	Essex
Inspection number	1028353
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	16
Name of provider	Great Parndon Community Association
Date of previous inspection	30 April 2013
Telephone number	01279866386

Sunflower Maunds Hatch Pre-School was registered in 2011. The pre-school employs three members of childcare practitioners, all of whom hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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