

# The Centre Pre-School

Straight Road Community Centre, 329 Straight Road, Colchester, Essex, CO3 9EF



**Inspection date** 4 November 2015  
Previous inspection date 11 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Activities sometimes lack a good level of challenge because staff do not always take into account children's individual needs, interests and stages of development when planning and resourcing activities.
- The deployment of staff does not always enable them to respond quickly enough to children's emerging interests and needs.
- The manager has not established a programme of continuous professional development to improve staff's teaching skills and knowledge.
- Procedures to monitor the quality of teaching and learning are not yet fully implemented.

### It has the following strengths

- The manager and the nominated person have highlighted that there are some improvements to be made in the setting. They demonstrate a suitable understanding of how they can improve.
- Staff work well with other providers and parents. They share information about children's learning and care needs to provide consistency of care.
- There are suitable procedures in place to support disabled children and those with special educational needs. Staff work well with other professionals, where necessary.
- Staff carry out thorough risk assessments to ensure that the setting is safe for children.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
■ improve the level of challenge for children by taking account of their needs, interests and stages of development when planning learning experiences	18/11/2015
■ improve the deployment of staff so that they can respond well to each child's emerging needs and interests.	25/11/2015

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

- strengthen procedures for monitoring the quality of teaching and learning in order to maximise children's progress
- establish an ongoing programme of professional development to improve the quality of teaching.

### Inspection activities

- The inspector viewed all parts of the setting accessed by children.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector observed teaching and learning activities in the indoor and outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed self-evaluation with the manager.
- The inspector carried out a meeting with the manager of the setting and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to during the inspection.

### Inspector

Elizabeth Fish

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff have a robust understanding of the procedures to follow should they have a concern about the welfare of a child in their care. The manager works alongside staff and carries out informal observations of teaching. She has also recently implemented procedures for monitoring the quality of learning. However, these plans are in their infancy and are not yet sufficiently focused on improving the quality of teaching and learning. There are suitable procedures in place for the supervision of staff. However, the manager has not yet developed a programme of professional development to improve the quality of teaching. In addition, staff are not always effectively deployed to respond to children's emerging interests and needs in order to promote their learning effectively. For example, staff are not always able to respond when their key children require further support because they are carrying out planned activities.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching requires improvement. Staff carry out observations and know where children are in their learning. However, they do not always take account of children's emerging interests or next steps in learning when planning and resourcing activities. Consequently, some activities lack a good level of challenge and sometimes children lack motivation. Staff plan opportunities to promote children's language and communication skills. For example, they use art and craft resources to encourage children to talk about fireworks. When staff are effectively deployed, they demonstrate a good understanding of how to extend children's learning. For example, when young children show an interest in blocks, staff play alongside them, demonstrating how to build and extending counting. Parents share information about children's learning when they first start. Staff share information about where children are in their learning and this helps parents to build on children's learning at home.

### **Personal development, behaviour and welfare require improvement**

Children are happy and settled in the setting. They form good relationships with their key person and other staff. Children develop good relationships with each other and older children greet their friends confidently and enthusiastically when they arrive in the morning. Children behave well and demonstrate a suitable understanding of the rules and expectations of the setting. Staff help children to learn how to share toys and equipment. For example, staff help children to take turns as they roll their cars down a ramp. Parents comment that staff are very caring and their children look forward to spending time in the setting. Staff support children's emotional and physical needs well when they first start attending. There are good procedures in place to support transitions to school. Staff from schools visit the setting and get to know the children before they start.

### **Outcomes for children require improvement**

Most children make typical progress in the seven areas of learning and are generally working within the appropriate level of development for their age. There are a suitable range of activities to support children's readiness for school. For example, older children learn how to write their name.

## Setting details

<b>Unique reference number</b>	650148
<b>Local authority</b>	Essex
<b>Inspection number</b>	869519
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Centre Pre-School (Colchester) Committee
<b>Date of previous inspection</b>	11 January 2011
<b>Telephone number</b>	01206 573 341

The Centre Pre-School was registered in 1973. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday all year round, term time only. Sessions are from 9am until 12 noon Mondays and Thursdays, and from 9.30am until 3.30pm Tuesdays, Wednesdays and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children. The setting supports disabled children and those with special educational needs.

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