

Little Clacton Pre-School

Engaines Primary School, St. Osyth Road East, CLACTON-ON-SEA, Essex, CO16 9PH



Inspection date

5 November 2015

Previous inspection date

25 June 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 key-person system is highly effective. Staff provide children with a secure base from which to explore and help them to become resilient and independent learners.
- Children with additional needs are swiftly identified and cooperative working with parents ensures that children get the support they need to progress well.
- Leadership is strong. The provider, manager and staff team reflect and evaluate their practice. They work together to plan for development and seek and value parents' contributions and feedback.
- Staff provide children with a stimulating, well-resourced and developmentally appropriate environment. Children demonstrate high levels of well-being and involvement.
- Partnerships with parents, schools and other professionals are very good. Information about children's attainment is shared and this helps to ensure that they have continuity of support as they move between home and the settings.

It is not yet outstanding because:

- Occasionally, staff interrupt group activities to introduce new concepts or ask questions which do not always enhance the learning experience and distract children from the main objective of the session.
- Information shared with parents does not yet include details about children's daily experiences so that parents can revisit this with children at home.

What the setting needs to do to improve further

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

- make better use of observations of teaching practice that help staff enhance children's learning experiences during group times
- review and improve the way in which information about children's daily activities is shared with parents.

Inspection activities

- The inspector observed activities and the quality of teaching both inside and outdoors.
- The inspector checked the qualifications and suitability of staff working in the setting.
- The inspector looked at observations, assessments and planning, records of children's learning and a selection of policies and records.
- The inspector carried out an interview and joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The recently appointed manager is highly committed to improving the setting. She is well qualified and leads a team of staff who are positive, proactive and share her vision. The manager ensures that staff know their roles and responsibilities, and have a very good understanding of the requirements of the Early Years Foundation Stage. Staff embrace changes which improve the quality of their practice. For example, planning is more precisely focused on meeting children's next steps in learning, following a recent review. Staff undertake regular observations, accurate assessments and progress reports which are shared with parents. The manager analyses group data and uses it to close gaps in children's learning. The arrangements for safeguarding are effective. Staff are vigilant and know what to do if they have concerns about a child's welfare. Safeguarding records are detailed. Health and safety policies and procedures are robust and evident in practice. Staff help children to learn about safety and risk through planned activities and daily routines.

Quality of teaching, learning and assessment is good

Teaching is good and occasionally outstanding. Where it is outstanding, staff support children's communication and language extremely well, using rich and varied vocabulary and helping children to listen, understand and become confident talkers. Well-qualified and experienced staff support those less experienced very well. All staff know their key children well and provide activities and an environment which reflects children's interests and learning needs. Children enjoy their time in the setting, enthusiastically exploring and investigating all the spaces, making independent choices and leading their learning. For example, they select materials from the construction area to enhance their role play in the mud kitchen. Staff play alongside children, extending their understanding across the seven areas of learning and helping them to make sense of the world around them. Staff regularly share information about children's progress. Parents feel well informed and valued by staff.

Personal development, behaviour and welfare are good

Children form close attachments with the kind, attentive staff, who are sensitive to their individual needs. Children behave very well, responding to a staff team who are good role models, have high expectations and consistently reinforce this with all children. At snack time, children patiently wait for their turn and help each other serving. They learn about healthy lifestyles as they select from a range of snacks that are balanced and nutritious. The indoor and outdoor environments are highly stimulating. Children are confident and active explorers outdoors. Their physical well-being is good. Staff are flexible when children start in the setting and provide support and advice for parents as children settle.

Outcomes for children are good

All children make at least good progress from their starting points. Children who start in the setting with lower attainment are well supported to make rapid progress. Staff work hard to help children develop skills and be ready for the demands of school.

Setting details

Unique reference number	650093
Local authority	Essex
Inspection number	855631
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	50
Number of children on roll	57
Name of provider	Pauline Jane Green
Date of previous inspection	25 June 2010
Telephone number	07745 849279

Little Clacton Pre-School was registered in 2000. The setting employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The setting opens from 8.30 to 3.30pm, Monday to Friday, term time only. The setting provides funded early education for two-, three- and four-year-old children.

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