

# Walton Pre-School

Walton Community Centre, Standley Road, WALTON ON THE NAZE, Essex, CO14 8PT



<b>Inspection date</b>	6 November 2015
Previous inspection date	29 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leadership is outstanding. The manager and administrator have developed highly effective partnerships with parents, schools, settings, professionals and external agencies to ensure that children feel valued and supported, and have their needs met.
- Children clearly love being in the setting. They form extremely strong bonds with their key people, who are particularly sensitive to their individual needs and work hard to help them make outstanding progress. Staff work together to ensure that children feel safe, secure and ready to learn.
- Children with additional needs are extremely well supported. Regular progress checks ensure that interventions are swift and external support is quickly sought, if needed. Parents work in highly cooperative partnerships with staff to provide continuity of care, learning and development.
- The manager and staff demonstrate an excellent understanding of the Early Years Foundation Stage. They enthusiastically undertake continued professional development which improves outcomes for children. Well-qualified and experienced staff support those less well qualified exceptionally well and work as part of a strong and cohesive team.
- Staff take every opportunity to help children develop a sense of community and to celebrate different cultures. Children enjoy a wide range of experiences and activities which help them to understand, value, engage with and feel part of their local area.
- The committee and leadership team use robust selection and recruitment procedures to ensure that all staff are suitable to work with children and are qualified for their specific role within the setting. New staff receive support through an in-depth induction process to make sure they follow and understand all the setting policies and procedures.

## What the setting needs to do to improve further

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

- continue to develop better ways of organising the information gathered about children's progress.

### Inspection activities

- The inspector viewed all areas of the setting.
- The inspector met and had discussions with members of the committee and parents.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to children and staff throughout the inspection.
- The inspector checked the qualifications and suitability of all staff.
- The inspector viewed children's records, attendance, policies and procedures, risk assessments and a range of other documentation.

### Inspector

Julia Matthew

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. Staff have extremely good safeguarding knowledge and accurately follow policies and procedures. The committee and leadership team work closely together to ensure that the setting delivers care and education of a consistently high standard. The manager is inspirational. Her passion, commitment and unstoppable determination have led to the development of additional services which improve outcomes for children and their families. Parents are extremely complimentary and appreciative and commend the setting highly. They feel very well informed, are fully engaged in supporting learning and have a real sense of ownership and belonging. The manager is highly effective in reviewing practice and driving improvement through rigorous monitoring. Astute self-evaluation has highlighted the need to further strengthen the way information about children's outstanding progress over time is organised.

### **Quality of teaching, learning and assessment is outstanding**

Teaching is outstanding. Staff know their key children extremely well and help them to make rapid progress from starting points that are often very low. The indoor and outdoor environments are extremely well thought out and inviting. As children enter the setting, they are warmly welcomed by name and immediately engage with the activities and experiences on offer. They demonstrate high levels of well-being, involvement and the characteristics of effective learning. Staff encourage children to explore and investigate their surroundings. Children love being able to make choices and lead their learning. For example, they freely access natural materials in the craft area to enhance their creations in the malleable area. Communication and language are exceptionally well promoted. Staff use rich and varied language and a range of teaching strategies to help children express themselves verbally. Assessments are accurate and used to precisely plan interventions which ensure that any gaps in learning are rapidly closing.

### **Personal development, behaviour and welfare are outstanding**

All staff have extremely high expectations of children. They work tirelessly together to help children learn how to cope in different social situations, with excellent effect. For example, even the youngest children demonstrate high levels of control as they help to serve food and drinks at snack time. Children are respectful to staff, follow rules and routines, and are extremely considerate of the environment and their peers. Staff recognise the link between good nutrition and children's readiness to learn and ensure that all meals have a good balance of food groups. Staff are extremely flexible when children start in the setting. They work very closely with parents to develop trusting relationships, to offer support if needed and to ensure that children settle quickly.

### **Outcomes for children are outstanding**

All children make outstanding progress from their starting points. They become confident and independent learners. High-quality adult intervention helps children develop problem-solving and thinking skills, knowledge and understanding. These prepare children extremely well for school.

## Setting details

<b>Unique reference number</b>	203482
<b>Local authority</b>	Essex
<b>Inspection number</b>	865202
<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>	26
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Walton Pre-School Committee
<b>Date of previous inspection</b>	29 June 2010
<b>Telephone number</b>	01255 672189

Walton Pre-School was registered in 2000. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, two at level 4 and one has Qualified Teacher Status. The pre-school is open each weekday from 8.45am to 12.15pm and from 12.30pm to 3.30pm on Monday and Friday during school term times. The pre-school provides funded early education for two-, three- and four-year-old children.

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