

# Countryside Pre-School Nursery

The Old School Rooms, The Maltings, Rayne, BRAINTREE, Essex, CM77 6BS



<b>Inspection date</b>	11 November 2015
Previous inspection date	3 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Managers have successfully addressed the actions and recommendations raised at the last inspection.
- Managers monitor the quality of teaching very effectively. They use their observations of practice well to drive up the standard of teaching and to guide practitioners' continuous professional development.
- Children develop a love of books and value them as a source of information and pleasure. Outdoors, children gather in the tepee for quiet reading.
- Children experience a wide range of activities on a daily basis. Practitioners use their knowledge of the children to ensure that activities are of interest.
- Practitioners focus on developing children's speaking and listening effectively. They link this with children's personal, social and emotional skills concentrating on helping them to become confident in sharing their thoughts and ideas with others.

### It is not yet outstanding because:

- Practitioners do not always make the most of the available resources to help children develop a deeper understanding of why some activities, such as cultural celebrations, are being undertaken.
- Practitioners are not consistently successful in gathering all of the most useful information about what children know and can do from parents and other settings that children have previously attended.

## **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 develop their deeper understanding of cultural events during planned activities
- strengthen the information gathered from parents about what children know and can do when they start at the pre-school.

### **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 joint observations with the pre-school provider and the manager.
- The inspector held a meeting with the pre-school provider and the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of practitioners working in the pre-school.
- 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

Managers have a good understanding of the Early Years Foundation Stage. Comprehensive and up-to-date documentation is in place and is used to ensure the safe day-to-day operation of the pre-school. The arrangements for safeguarding are effective. Practitioners understand the possible signs that a child is at risk of harm. In addition, they know the procedures to follow if they have concerns. Managers have secure procedures in place to ensure robust recruitment. Managers use supervision sessions and self-evaluation effectively as part of ongoing reviews to secure continuous improvements. Practitioners track children's progress and keep parents informed with regular written reports and consultation meetings. Partnership working is successful. Parents value the practitioners for the care and attention they give children.

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

Children are busy exploring the activities. Practitioners plan a balance of adult-led activities to complement children's self-chosen play. Practitioners make sure all areas of learning are covered inside and outdoors. Children have lots of opportunities to develop their early writing from making marks, to writing lists during pretend play and attempting to write their names. Practitioners promote children's mathematical learning well. They use the opportunities afforded by imaginative play to talk about money and to encourage children to count. Practitioners frequently recognise the opportunities during child-led play for extending children's learning. They use questioning to challenge children and test their knowledge. Children pretend to sell ice creams demonstrating their understanding of how shops work. Children act out these transactions in great detail and use appropriate vocabulary to describe their actions. Practitioners regularly observe children. They use what they see to assess children's stage of development and to decide on their next steps in learning.

### Personal development, behaviour and welfare are good

Children are independent. Practitioners encourage children to try things for themselves. They are very competent using the water dispenser and when choosing their healthy snack. Children, using the mud kitchen outside, discuss how they will need to wash their hands before eating to make sure they do not get ill. Children demonstrate responsible behaviour. They quickly alert practitioners to a damaged toy and return a note they find on the floor to a practitioner. Children are learning to share and take turns. Practitioners are good role models for children. They demonstrate polite and considerate behaviour towards others and children are keen to copy this. Children learn about keeping themselves safe as they use the logs to build outside. Practitioners guide children to think about how they handle the resources and to make sure their structures are secure.

### Outcomes for children are good

Children are making good progress in their learning and development. Practitioners ensure children have the necessary skills and capabilities that prepare them for the next stage in their learning in school.

## Setting details

<b>Unique reference number</b>	EY461770
<b>Local authority</b>	Essex
<b>Inspection number</b>	1028693
<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>	24
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Susan Brown
<b>Date of previous inspection</b>	3 September 2013
<b>Telephone number</b>	07860381847

Countryside Pre-school Nursery was registered in 2013. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 4.30pm. The pre-school provides funded early education for three- and four-year-old children.

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