

Alresford Pre-School

Alresford Primary School, Ford Lane, Alresford, Colchester, Essex, CO7 8AU



Inspection date	18 November 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff have a good understanding of how children learn. They use this to provide rich and imaginative experiences for children that enthuse and motivate them. Children have access to a wide range of resources, both indoors and outside.
- Staff form warm, caring bonds with the children. They provide a welcoming environment and show the children that they are valued and respected. Children settle well as staff manage the move to pre-school from their homes effectively. They liaise with parents about their children's particular care needs and interests.
- Staff have high expectations of children's behaviour. They act as good role models for the children. They encourage them to be kind to each other, share and negotiate the use of resources, and learn how to work as a team to complete tasks.
- Staff establish effective partnerships with parents. They regularly update parents on their children's development and involve them in the planning for children's future learning. Parents are effectively supported to extend their children's learning at home.
- The manager has high expectations of staff. She provides them with regular training, meets with them to review their practice and sets them targets to achieve. The manager's self-evaluation accurately highlights their strengths and areas they want to develop. She values parents', children's and staff's views and includes them in improvement plans.

It is not yet outstanding because:

- Staff sometimes focus too much on the structure of planned daily routines instead of being highly responsive to the needs of the children.
- Staff's planning for group activities is not sharply focused enough to secure the best possible outcomes for children.

What the setting needs to do to improve further

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

- review the organisation of daily routines so staff can be even more responsive to the individual needs of children
- focus planning more precisely so that the best use is made of every opportunity to extend and challenge children's learning to the highest level.

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 manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. Policies and procedures, such as risk assessments, are thorough and effectively promote children's safety. The manager and provider operate robust recruitment procedures and suitability checks for all staff and volunteers, in order to ensure they are suitable to work with children. Staff form successful partnerships with schools and other early years settings. They share information about children's development, providing children with a high level of consistency in their learning.

Quality of teaching, learning and assessment is good

The well-qualified staff get to know children well through regular observations and accurate assessments of their capabilities. They use this information to plan activities that are matched to the children's individual needs and interests. Children experience a wide range of activities that support their communication and language skills. Staff skilfully incorporate new words into children's play, repeat familiar phrases and encourage children to link sounds to words. Children develop good levels of imagination and problem-solving skills. They are supported by staff to plan and construct their own ideas and are encouraged to be proud of the end product. However, staff sometimes concentrate on following the daily routines that have been planned, and focus less on whether or not they are fully meeting all children's needs to the highest level.

Personal development, behaviour and welfare are good

Staff support children to develop good social skills. They encourage children to understand how each other are feeling and to use good manners. Staff support children to lead a healthy lifestyle. Children take part in daily cooking activities, where they develop an understanding of where food comes from and how it is made. They have daily outdoor play in the garden and have regular access to the primary school field and gymnasium. Children take part in regular physical exercise and have access to monthly yoga sessions. Staff place a high importance on children being aware of their own safety. They support children to manage risk for themselves while staff are close by. Staff support children to understand the importance of following good hygiene routines, such as washing their hands. Staff provide a good range of activities and outings to support children to be emotionally prepared for the move on to school.

Outcomes for children are good

All children make typical progress and most children make better than typical progress given their starting points and capabilities. Staff provide a varied range of activities that support children's letter and number recognition, pencil control, confidence and listening and attention skills. Children are well prepared for the next stage in their learning, including the move on to school. The manager effectively monitors children's progress so staff can provide the appropriate support they need, ensuring gaps in learning are addressed. However, the planning for group activities is not meticulous enough to secure the best possible outcomes for all children.

Setting details

Unique reference number	EY480293
Local authority	Essex
Inspection number	990089
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	21
Number of children on roll	16
Name of provider	Alresford Pre-School
Date of previous inspection	Not applicable
Telephone number	077241 24223

Alresford Pre-School was registered in 2014. It is situated within the grounds of Alresford Primary School and is managed by a charity run committee. The pre-school employs four members of childcare staff who all hold appropriate early years qualifications at level 3 or above. It opens from Monday to Thursday, term time only. Sessions are from 8.45am until 3.15pm except for Tuesdays when the session ends at 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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