

Stock Pre-School

Dakyn Drive, Stock, INGATESTONE, Essex, CM4 9TB



Inspection date

24 November 2015

Previous inspection date

16 March 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The registered body has failed to notify Ofsted of a change to the members of the committee, in order for the necessary checks to be undertaken.
- There are times when staff do not accurately use their observations to ensure that they have a precise understanding of where children need support, in order to make even better progress.
- The environment is sometimes too noisy to enable children to build successfully on their listening and attention skills.

It has the following strengths

- Staff successfully engage with parents and other professionals. The regular exchange of valuable information between all parties helps to ensure a collaborative approach to children's care and learning.
- Staff interact skilfully with children during activities, questioning, explaining and role-modelling language, in order to support their communication development. Children speak confidently with each other and staff.
- Leaders continually monitor the quality of teaching and the educational programmes to identify strengths and areas to improve. This drives forward improvement to benefit children. Children of all ages make good progress from their starting points, including those for whom the setting receives additional funding.
- Children are very happy and confident in the setting. They have strong relationships with their key persons, who ensure that children's emotional well-being is promoted.

What the setting needs to do to improve further

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

- make even better use of observations, in order to make exact assessments and plan activities that actively support all children to make better than good progress
- build upon existing methods to support children's good behaviour, listening and attention skills to enable all of them to participate fully in their learning.

Inspection activities

- The inspector held discussions with leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection and of the manager's self-evaluation.
- The inspector completed a joint observation with the nursery manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled relevant documentation, including staff suitability records and children's observation, assessment and planning records.

Inspector

Eleanor Thompson

Inspection findings

Effectiveness of the leadership and management requires improvement

The registered body has failed to notify Ofsted of recent changes to committee members. However, Disclosure and Barring Service checks have been completed to verify that these people are suitable to be in their role. The arrangements for safeguarding are effective. Staff are knowledgeable about safeguarding procedures. They understand how to recognise and react to any signs of abuse or neglect. As a result, children's safety and welfare are promoted well. The manager and staff form a stable, well-qualified and hard-working team. A nominated coordinator positively leads the setting in its support for disabled children and those with special educational needs. The manager is an effective leader. She demonstrates a clear commitment to ongoing improvement. The systems for self-evaluation successfully include the opinions of staff, parents and children.

Quality of teaching, learning and assessment is good

Partnerships with parents are very good. Parents praise the setting's communication. Staff work closely with parents when children first start in the setting to quickly establish their interests and abilities. Staff make observations of children's play and identify their next steps in learning. However, staff do not always use their observations of children most effectively to assess and plan precisely for their next steps in learning. This means that sometimes opportunities to support some children to make even better progress are missed. Staff are knowledgeable about how children learn and skilfully interact with them to extend their learning as they play. Staff model conversation and ask a range of questions to help children express their thoughts and ideas. Children benefit from opportunities to learn about their local and wider communities. The pre-school has made links with a missionary in Africa and children learn about the people there.

Personal development, behaviour and welfare are good

The environment is well resourced and organised. All staff plan a good range of stimulating learning experiences and activities that interest children. Children follow their own ideas in combining resources and are well motivated to play, explore and learn. Staff have introduced a number of strategies to help children to behave well and communicate appropriately. They encourage children to use 'inside voices' and apply the pre-school rules. However, staff do not always make sure that the environment is quiet enough to allow children to listen and pay full attention. Staff provide healthy drinks and snacks and ensure that children learn good hygiene routines. This helps children to be healthy.

Outcomes for children are good

Children are making good progress as they reach and in some areas exceed typical levels of development for their age. Staff plan group times that support children to develop early literacy skills very effectively. All children show good levels of independence and are becoming self-confident learners. This supports them in their readiness for school.

Setting details

Unique reference number	EY395027
Local authority	Essex
Inspection number	849869
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	47
Name of provider	Stock Pre-School
Date of previous inspection	16 March 2010
Telephone number	07939904295

Stock Pre-School was registered in 2009. The pre-school employs 10 members of staff. Of these, six hold relevant qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs.

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