

Sunflower Coppice Hatch Pre-School



Coppice Hatch Play Group, Coppice Hatch, HARLOW, Essex, CM18 6SL

Inspection date 1 December 2015
Previous inspection date 8 May 2015

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching at some sessions is variable. Some practitioners do not consistently engage with children to extend their learning during self-chosen play.
- Managers do not use supervision of the practitioners effectively enough to monitor the quality of their teaching or use of assessments to support precise planning.
- Managers have not embedded the systems for tracking children's progress to ensure that gaps in learning are identified and addressed at the earliest opportunity.

It has the following strengths

- Practitioners make the most of the opportunities to teach children about safety. For example, when playing with toy cars the practitioner helps children to learn about how to use a zebra crossing safely.
- Partnerships with families are successful. The team of practitioners develop strong bonds with children. They are happy to come to pre-school and settle in well. Practitioners work closely with a number of families in complex situations to provide good support for those children.
- Practitioners offer parents appropriate support to develop learning at home. In addition, they encourage, and are frequently successful in getting, parents to share their child's experiences at home.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ develop planning, making sure that it is used effectively to inform practitioners' teaching and to extend children's learning	04/01/2016
■ strengthen the supervision arrangements for practitioners, making sure that sufficient information is gathered and used to help them develop their teaching skills.	04/01/2016

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

- embed the tracking and monitoring of children's progress to ensure gaps are quickly identified and narrowed at the earliest opportunity.

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 children.
- 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 requires improvement

Practitioners ensure that children are safe and secure. The arrangements for safeguarding are effective. Practitioners undertake safeguarding training to ensure that they know how to make a referral in the event of any child protection concerns. They attend other training courses about children's learning and development. The team is beginning to use evaluation. Changes to how the space is organised and to some aspects of the routine mean children have more opportunities to play uninterrupted. However, the pre-school management team has not made sufficient progress in improving the monitoring of the quality of the provision for children. There are weaknesses in the use of assessment information for precise planning. The supervision of practitioners does not focus on improving the quality of teaching. There is too little emphasis on embedding the monitoring system for tracking the progress of children by each key person.

Quality of teaching, learning and assessment requires improvement

The quality of teaching varies. At times, some practitioners do not provide sufficient challenge for children to extend their learning. They do not initiate purposeful conversations or seek out children's ideas of how to tackle problems. Some practitioners do promote learning well. They encourage children to use their knowledge of numbers to count the children present. Others help children to explore electronic games, introducing them to technology. Many children use the computer programmes and control the mouse successfully. Children find the water pump equipment exciting. They work cooperatively to collect water and refill the bucket so they can pump water over the canopy as children stand below. Children use their imagination as they play in the role-play areas both indoors and outside. Children make good use of the book area. Some ask practitioners to read to them and others look at the books on their own.

Personal development, behaviour and welfare require improvement

Children have plenty of resources and activities from which to choose. However, the weaknesses in planning and teaching mean these are not always well matched to children's specific needs. Children show they feel secure and relaxed. They help themselves to the toys or ask practitioners for those they cannot reach for themselves. Deployment of practitioners is generally effective and helps to ensure a good level of supervision. Children learn to act responsibly. Some speak confidently about how to behave towards others. Children are often polite, saying, 'Please', 'Thank you' and 'Excuse me'. Children have daily opportunities for playing outside in the fresh air. Practitioners support children to develop their physical skills. There is a wealth of equipment for them to use to help them develop their body strength and coordination. Children are developing their independence skills helping themselves to drinks of water and showing show great skill as they pour out the water from the jug.

Outcomes for children require improvement

Children, including those who use English as an additional language, are developing some of the basic key skills. Children are learning skills to support them in the next stage of their learning, such as in school.

Setting details

Unique reference number	EY420544
Local authority	Essex
Inspection number	1014945
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	38
Name of provider	Great Parndon Community Association
Date of previous inspection	8 May 2015
Telephone number	01279866384

Sunflower Coppice Hatch Pre-School was registered in 2010. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8.50am until 11.50am and from 12.45pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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