

Colne Engaine Preschool

Village Hall, 1 Station Road, Colne Engaine, COLCHESTER, CO6 2ES



Inspection date	1 December 2015
Previous inspection date	23 May 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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

- Children make excellent progress across all areas of their learning and development. Teaching is outstanding and is consistently tailored to meet children's individual needs.
- Children are extremely happy and settled and their behaviour is exemplary. Staff are highly skilled and sensitive in helping all children form strong, trusting and secure emotional attachments. This helps to support children's well-being.
- Strategies to develop children's language and communication are implemented extremely well. Skilful modelling and questioning by staff ensures outcomes for children in this area of learning are exceptionally strong.
- Partnerships with parents are outstanding. The manager and her team go above and beyond expectations to ensure parents are fully involved in the work of the pre-school. This helps parents to contribute fully to their children's learning and celebrate their successes. Parents are very positive about the pre-school and comment favourably about the excellent progress their children make.
- There is an exciting, stimulating, well-resourced and welcoming environment, both inside and outdoors. This helps support children's all-round development and provides a wide range of both adult-led and child-initiated experiences that helps to develop children's learning.
- Staff have a comprehensive understanding of their role and responsibilities in protecting children from harm. They are extremely secure in their understanding of the signs and symptoms of abuse and neglect and regular training in safeguarding children is given the highest priority.

What the setting needs to do to improve further

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

- enhance the already excellent use of information from assessments to further check the progress made by different groups of children.

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 and 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 small selection of parents during the inspection and took account of their views.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is outstanding

Leadership and management are exemplary. It is evident that the manager and staff reflect on their practice and are always seeking ways to improve further. For example, they frequently review the layout of the playroom and make changes so that children can better access activities, such as snack time. Parents are involved in the self-evaluation process as they complete annual questionnaires. This helps them to make any suggestions for improvement. The arrangements for safeguarding are effective. Children are extremely safe through the regular risk assessments that staff carry out. Robust recruitment measures are implemented well, along with policies and procedures supporting these. The manager carries out regular and purposeful supervision of staff. This helps to ensure that the excellent staff team shares her vision, determination and passion.

Quality of teaching, learning and assessment is outstanding

The well-qualified staff are highly knowledgeable about children's individual needs and current stage of development. High-quality, sharply focused planning helps all children to make excellent progress in relation to their starting points. The manager and staff rigorously assess children's progress to ensure all children make outstanding progress and have plans to assess the progress that different groups of children make. This helps staff to identify if there are any delays or gaps in children's learning. Throughout activities there is a real buzz of communication between children and staff. Staff fully understand how children learn and provide exciting activities that encourage children to persist in their efforts and to learn in a wide variety of ways. For example, children learn to recognise different letters that staff have hidden in flour. Mathematics is brought into the activity as children look for toy sea lions and count how many they find. They then discuss the different sizes as they look for the biggest.

Personal development, behaviour and welfare are outstanding

Children display high levels of confidence. Staff fully promote their independence throughout all routines and activities. For example, children help to prepare snack, pour their own drinks and spread butter on to a cracker. Discussion about the different foods helps children to learn about what is good for them. Children develop physical skills as they climb and play safely, both inside and outside. Staff are extremely skilled in teaching children about diversity, the world around them and the local community. This helps children to have an excellent understanding about similarities and differences. Staff focus carefully on creating opportunities for children to work together, share and take turns. This helps children learn how to play cooperatively, share ideas and listen to each other. Excellent partnerships are fostered with other providers to support children's progress and well-being.

Outcomes for children are outstanding

All children are making excellent progress in their learning and development. Children who require extra help benefit from comprehensive support. More-able children are fully stretched to keep them interested and motivated in play. This helps all children to be very well prepared for the next stage in their learning, including the move on to school.

Setting details

Unique reference number	EY363594
Local authority	Essex
Inspection number	863782
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	25
Name of provider	Vanessa Szwandt
Date of previous inspection	23 May 2011
Telephone number	01787 223638

Colne Engaine Preschool was registered in 2007. The pre-school employs four members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 2 and above, including the owner/manager who holds Early Years Professional status and Qualified Teacher Status. The pre-school opens Monday, Tuesday, Thursday and Friday from 9am until 12 noon during term time. It also opens from 12 noon until 3pm on Monday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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