

The Beeches Preschool

136 St. Andrews Avenue, Colchester, Essex, CO4 3AQ



Inspection date

11 December 2015

Previous inspection date

3 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 knowledge of how children learn. They skilfully engage children in activities that promote their curiosity and thinking skills. Staff phrase questions that encourage children to problem solve and learn through their own investigations. They show children that they value their ideas and interests as they incorporate these into activities.
- Children form warm, caring bonds with their key person, other staff and each other. Staff's positive interactions demonstrate to children that they enjoy their company. Children are happy, secure and settle well in their environment.
- Staff support children's independence well. They encourage even the youngest of children to attend to their own self-care needs. Children gain confidence to carry out tasks, such as helping to tidy up and laying the table for snacks and lunches.
- Staff have the full support of the manager who is also the provider. They are offered training to ensure they continue to develop their knowledge and skills. Staff have regular meetings with the manager to review their practice. This helps to ensure that the quality of teaching remains strong and helps children make good progress.
- The management team's self-evaluation is accurate and ensures that the pre-school keeps up to date with mandatory requirements. They carefully consider the views of staff, children, parents and other professionals to help inform their focused plans for improvement.

It is not yet outstanding because:

- Staff's planning for activities is not always meticulous enough to ensure that all children have every opportunity to extend their learning to the highest levels.
- Staff do not explore every opportunity to fully engage all parents in their children's learning at the pre-school and at home.

What the setting needs to do to improve further

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

- plan meticulously for activities, giving children highly challenging opportunities to extend their learning
- enhance partnerships with parents so that they have greater opportunities to contribute to and support their children's learning at the pre-school and at home.

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 who is also the provider. She looked at relevant documentation, such as the 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.
- The inspector spoke to staff and children at appropriate times during the inspection.

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. Staff conduct daily checks and regular risk assessments of the premises and effectively promote children's safety. The provider operates thorough and robust recruitment procedures to ensure that staff are vetted appropriately for their suitability to work with children. Staff carry out regular emergency evacuation practices with children to ensure that they are aware of what to do in an emergency. They follow health and safety guidelines well and ensure that the pre-school is clean and hygienic. Staff form successful partnerships with other early years settings that children attend. They share information about children's development to provide children with a good level of consistency in their learning.

Quality of teaching, learning and assessment is good

The well-qualified staff get to know the children well through regular observations and accurate assessments of what they can do. Staff use this information to plan activities that promote children's learning and link with their interests. Staff obtain detailed information from parents when children start. This helps them to provide children with a good amount of support and challenge in their learning early on in their time at the pre-school. Staff successfully promote children's communication and language development. They speak clearly, get down to the children's level and add new words into their vocabulary. Children are confident communicators. They express their needs to staff and engage in positive social interactions with their peers. Staff promote children's mathematical development well. They encourage children to think about the different sizes and lengths of objects and incorporate counting into a range of different activities.

Personal development, behaviour and welfare are good

Staff have high expectations for children's behaviour. They set clear, age-appropriate boundaries and gently remind children of these throughout the day. Children are encouraged to be considerate, share toys and use good manners. They develop an understanding of their similarities and differences and show care and concern towards each other. Children take part in celebrations and events linked with different cultures and ways of life. Staff encourage children to manage risks for themselves and support them to think about how they can carry out activities safely. Children have lots of opportunities for fresh air and physical exercise. They take part in musical movement games and have daily access to the garden. Children delight in contributing to their own development records and looking back on the progress they have made.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They are well prepared for the next stage in their learning, including school. Managers regularly monitor children's progress to identify any emerging gaps in their development. They take the appropriate action to provide the support that children need in order to continue to make good progress.

Setting details

Unique reference number	203708
Local authority	Essex
Inspection number	864067
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	14
Number of children on roll	21
Name of provider	Elaine Joy Beecham
Date of previous inspection	3 February 2010
Telephone number	01206 866615

The Beeches Preschool was registered in 1990. The pre-school employs eight members of childcare staff. All hold appropriate early years qualifications at level 1 or above, including one with Qualified Teacher Status. The pre-school opens from Monday to Friday for 42 weeks of the year. Sessions are from 9.15am to 12 noon and from 1pm to 3.30pm, with a lunch club from 12 noon to 1pm. The pre-school also provides care from 8am to 5.30pm as required. It provides funded early education for two-, three- and four-year-old children.

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