

# Collingwood Preschool

Collingwood Pre School, Collingwood Road, South Woodham Ferrers, Chelmsford, Essex, CM3 5YJ



## Inspection date

Previous inspection date

21 September 2015

6 July 2012

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

- Teaching is consistently very strong and some aspects are outstanding. The staff are well qualified and demonstrate a secure understanding of how children learn.
- Staff provide a wide range of activities and experiences that interest, challenge and motivate children.
- Staff develop and extend children's communication skills through purposeful conversations and by effectively modelling language.
- Children's behaviour is consistently good. Staff are excellent role models and provide clear messages that children understand.
- Staff accurately assess, monitor and record children's progress. They effectively identify children's next steps in learning and provide additional support when necessary. As a result, all children make good progress.
- The key-person system is firmly embedded in the pre-school and children develop strong attachments. This supports children's confidence and self-esteem.

### It is not yet outstanding because:

- Staff do not take every opportunity to teach children to be able to identify and assess possible risks independently.
- The management team have yet to strengthen their links with other settings, in order to best support children's transitions.

## What the setting needs to do to improve further

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

- extend opportunities for children to understand about small risks, encouraging them to independently assess and manage them
- extend links with other settings, in order to support children's transitions.

### 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, children's learning journeys, safeguarding policies and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective and robust recruitment procedures are in place. Regular staff supervision and training enable staff to further enhance their practice. Staff attend a range of targeted training courses to further develop their skills and knowledge. The manager uses a tracking system to compare the progress of girls and boys each term, in order to identify any differences or gaps in their learning. The management team has a consistent drive towards continuous development. They use self-evaluation proficiently to identify areas for improvement. This includes reflecting on the views of both parents and children. All parents speak very positively about the staff team. The management team has established strong partnerships with outside agencies who work with the pre-school and parents to provide additional support for children. The management team has yet to further strengthen the links with other settings that the children move on to.

### Quality of teaching, learning and assessment is good

The pre-school staff are skilful in promoting children's speech and language. Children are given time to think for themselves and respond. They are provided with many opportunities to develop their mathematical skills and to learn letter sounds. The staff follow the same methods of teaching letters and sounds as the on-site primary school. Staff incorporate children's interests, ensuring all children are successfully engaged and actively participating. Parents' contributions are actively sought in planning children's next steps in learning. Story and singing sessions capture children's interests and they all enjoying listening and participating. Staff share detailed learning journeys with parents, who contribute ideas and share the achievements of their child. Children are confident and readily ask questions.

### Personal development, behaviour and welfare are good

Children rapidly gain independence skills that are appropriate to their ages and stages of development. Children are happy and settled. Children benefit from healthy snacks and engage in regular opportunities for exercise. Staff use opportunities at mealtimes to talk to children about food, health and hygiene, promoting their understanding of how to keep healthy. Staff support children's emotional and social well-being in preparation for their move to school. Children learn that everyone is different through the detailed planning of various cultural festivals and parents contribute towards activities. Children who are less confident benefit greatly from small-group activities, which focus on supporting their identified needs. Children learn to share and play cooperatively with each other, although they are not given many opportunities to learn about risks.

### Outcomes for children are good

Children are eager to take part and fully engage in all learning opportunities. All children make good progress from their starting points. Gaps in learning are quickly identified and effective support is given. Children are given time to play and explore activities, adapting them as they choose.

## Setting details

<b>Unique reference number</b>	508760
<b>Local authority</b>	Essex
<b>Inspection number</b>	869369
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	21
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Collingwood Under Fives Pre-School Committee
<b>Date of previous inspection</b>	6 July 2012
<b>Telephone number</b>	07855885484

Collingwood Preschool was registered in 1999. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. The lunch club is open between 11.45am and 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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