

Great Bardfield Preschool

Great Bardfield Primary School, Braintree Road, Great Bardfield, Braintree, CM7 4RN



Inspection date	11 January 2016
Previous inspection date	13 July 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

- Children make good progress. Staff provide well-planned activities and learning opportunities based on children's interests. Resources are of good quality, easily accessible and the children are busy and engaged in a wide range of activities. Children are challenged and stimulated very well by staff.
- Staff know children very well through their observations and from information obtained from parents. Staff assess children's progress effectively and close any gaps in their learning quickly. They meet children's individual needs and work very effectively together to support the next steps in their learning. Children are very well prepared for the next stage in their learning and for school.
- There are very good relationships between staff and children in a very happy, caring and welcoming environment. Staff work closely with parents so that children receive consistency and their needs are met. Children's behaviour is excellent. Staff teach children about why they need to practise good hygiene.
- Staff work as a strong team. Ongoing professional development is well planned and documented, and staff share their knowledge with each other. There is a strong drive for continuous improvement in children's learning experiences and in the provision as a whole. There are effective partnerships with other early years providers with whom staff share ideas and best practice.

It is not yet outstanding because:

- The outdoor area is exciting and stimulating. However, staff have not fully considered how to make sure children can consistently lead their own learning and be as independent as possible when they play outside.

What the setting needs to do to improve further

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

- plan and provide a greater range of opportunities for children to be more independent and to lead their own learning outdoors.

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 supervisor.
- The inspector held a meeting with the pre-school supervisor. She 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

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand and implement detailed and comprehensive safeguarding policies and procedures. Children are very well protected and their safety is given high priority. Staff are very well supported by the management team. They work closely together to monitor the progress of individual children and that of specific groups. Children's progress and learning experiences continually improve and staff focus well on making ongoing improvements in the pre-school. Staff evaluate their teaching and provision very well and take account of the views of parents and children. Staff work very effectively with a wide range of other professionals to support children and their families.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff use their secure knowledge of how children learn through play to plan exciting activities which all children really enjoy. The room is very well set out and children access the toys and resources independently. Two-year-old children proudly show staff what they have made from play dough. Staff show them how to roll it flat and how to use the shaped cutters. Three-year-old children laugh as staff pretend not to know the colours of the paint so children will tell them. Children make patterns and mix the paint colours when they print with the wheels of toy vehicles onto paper. All children take many opportunities to draw and make marks on paper or outside with water and brushes. Staff increase some children's interest in this by creating more outdoor mark-making opportunities for those children who enjoy being outside. Younger children laugh as they chase the bubbles they blow. Three-year-old children use the computer and mouse with confidence. They understand the purpose of the programs they use and are able to solve problems independently. Children learn a great deal about nature and their environment during their walks around the local area.

Personal development, behaviour and welfare are good

Children's well-being is an utmost priority in the pre-school. The caring staff help children to feel emotionally secure. Staff praise children frequently and value their opinions. Children gain confidence and positive self-esteem. They enjoy showing staff what they have made, as they know their efforts are valued and appreciated. Children learn about healthy eating and lifestyles, and they enjoy daily outdoor play in the very exciting outdoor area. They are taught to share and take turns as they play. Staff teach children to have respect for each other's views and for other cultures and beliefs. They gain independence in readiness for school. There are effective links with the schools that children move on to. This process is managed extremely well and is tailored to meet children's individual needs so they feel secure.

Outcomes for children are good

All children, including those who receive funded education, make good progress from their starting points. They are taught valuable social skills and develop early literacy and mathematical skills well in preparation for future learning.

Setting details

Unique reference number	203620
Local authority	Essex
Inspection number	864065
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	28
Name of provider	Great Bardfield Pre-School Committee
Date of previous inspection	13 July 2010
Telephone number	01371 811580

Great Bardfield Preschool was registered in 1999. The pre-school employs five members of childcare staff, all but one of whom hold appropriate early years qualifications at levels 2 or 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8.50am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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