

South Woodham Pre-School

Woodville Primary School, Brent Avenue, CHELMSFORD, CM3 5SE



Inspection date

19 January 2016

Previous inspection date

15 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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's individual care and learning needs are well met. An effective key-person system is in place. This helps children settle quickly into the pre-school and build strong bonds with their key person.
- Children make good progress and enjoy making their own decisions. Staff are sharply focused on helping children to be well prepared for starting school.
- Staff build positive relationships with parents. They invite parents to consultations to discuss their children's progress. Parents say they are well informed about their children's development and how to promote learning further at home.
- Staff are well-qualified, reflective practitioners, who are eager to develop their knowledge and skills. The new manager is highly motivated. She has made very positive changes and is committed to raising children's achievements further. Areas identified for improvement at the last inspection have been successfully addressed.

It is not yet outstanding because:

- Although assessment of individual children's attainment is good, the manager has not yet established a highly successful system to monitor and review the progress of different groups of children.
- Staff do not fully encourage the older children in the stepping stones group to extend their creative thinking and use their own ideas.

What the setting needs to do to improve further

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

- monitor the progress of groups of children and use this information to assess whether the provision for different groups can be enhanced further
- enhance opportunities for the older children to express their ideas and extend their creativity.

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 carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff, children and representatives from the committee.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Recruitment and selection procedures are clear and vetting processes for staff are thorough. Staff undertake daily risk assessment to ensure that the premises are safe and secure. The manager and staff complete regular safeguarding and first-aid training. They have good knowledge of the signs of abuse and neglect and of the action to take if they have concerns about a child. Staff regularly meet as a team to discuss new ideas and plan children's learning. The manager effectively observes staff's practice. She uses supervision meetings and appraisals effectively to highlight good practice and to identify any additional training needs. This successful self-evaluation helps to drive the continuing development of the pre-school and improve the outcomes for children. Staff have established good links with the adjoining primary school. They understand the importance of working closely with teachers to promote a smooth transfer on to full-time education.

Quality of teaching, learning and assessment is good

Overall, the key persons have high expectations of what each child can achieve. They accurately assess children's starting points and keep a track of ongoing development using their observations and discussions with parents. Activities are planned to build on what children already know, understand and can do. This means children are provided with plenty of challenge in most areas of learning. The older children develop their literacy and mathematical skills taking part in purposeful activities in the stepping stones group. They confidently recognise and talk about the sound of letters. They adeptly count, calculate and organise numerals in sequence. Children's learning is promoted effectively through lively interactions with staff. Children enjoy singing and speaking in groups. They use complex sentences to imaginatively describe what they see in books.

Personal development, behaviour and welfare are good

Children's social and emotional well-being are promoted well. Staff teach children to show respect, take turns with the toys and to listen attentively to instructions. Children also learn about their personal safety and the need to behave responsibly. For example, children learn to take care when they use scissors and they practise the emergency evacuation procedures. Staff promote children's physical well-being effectively. They teach children about keeping themselves healthy and well. Staff provide nutritious snacks. They talk to children about the importance of following hygiene procedures and eating well at the popular lunch club. Staff ensure that children benefit from outside play and promote exercise. They also have use of the school hall each week to actively make use of space and equipment. This helps to enhance their physical skills and develop their confidence in the school environment.

Outcomes for children are good

Children make good progress in relation to their starting points. This includes children who speak English as an additional language, disabled children and those with special educational needs. Children gain the necessary skills and positive attitudes to prepare them for their future learning.

Setting details

Unique reference number	EY337755
Local authority	Essex
Inspection number	1028812
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	43
Number of children on roll	92
Name of provider	South Woodham Pre-School Committee
Date of previous inspection	15 July 2013
Telephone number	01245 425746

South Woodham Pre-School was registered in 2006 and is run by a committee. The pre-school employs 12 members of childcare staff. All staff hold appropriate early years qualifications. The manager holds Early Years Professional status, eight staff hold a qualification at level 3 and three staff hold a qualification at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are between 8.50am and 3pm. The pre-school provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

