

Ardleigh Pre-School

Ardleigh Village Hall, Station Road, Ardleigh, COLCHESTER, CO7 7RS



Inspection date

21 January 2016

Previous inspection date

17 April 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

- The manager successfully leads her staff team and all children progress well. The team are evaluative and reflective practitioners, who alter and improve their practice and the environment to reflect feedback from children, parents and other professionals.
- Staff's knowledge of the Early Years Foundation Stage and children's development is very good. They help children to develop the characteristics of effective learning through their consistently good teaching.
- Children have a key person, who knows them very well. However, children form bonds with all staff and go to them for support and comfort when needed. Staff are sensitive to children's changing moods and are quick to act if they are upset or need assistance. Children feel valued, as a result.
- Staff have high expectations of children and help them understand and follow rules and routines. Staff are excellent role models and are polite, kind and considerate to children. Children respond well, play cooperatively and their behaviour is excellent.
- Partnerships with schools, settings and other professionals are strong. Good information sharing ensures that children's needs are met as they move between learning environments. Parents reinforce and further extend children's knowledge and understanding very effectively at home.

It is not yet outstanding because:

- There is scope to further improve how children's progress is tracked to include more detailed analysis of groups of children, in order to help them make the most rapid progress possible.
- Occasionally, planned activities are too long for the youngest children, who can become distracted and disengaged from learning.

What the setting needs to do to improve further

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

- enhance tracking to include more detailed analysis of the progress of groups
- review the timing and pace of adult-led activities.

Inspection activities

- The inspector viewed the areas of the building used by the setting.
- The inspector spoke to committee members, the manager, staff and children throughout the inspection.
- The inspector undertook a joint observation with the manager and assessed the quality of teaching and learning.
- The inspector checked the suitability of committee members and staff.
- The inspector viewed a range of documentation including, children's records, policies and procedures, risk assessments, qualifications, observations, assessments and progress tracking.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The manager works closely with the committee to ensure that the setting provides high standards of care and education for all children. Well qualified and experienced staff support those less well qualified, or new to the setting, very well. Robust recruitment, selection and induction procedures ensure that new staff are suitable and strengthen the existing team. Supervision systems are embedded, highlight staff training needs and help to meet development planning targets. As a result, the setting is continuously improving. Children's individual progress is closely monitored to ensure that gaps in learning and additional needs are quickly addressed. The arrangements for safeguarding are effective. Children are supervised closely and practice reflects health and safety policies and procedures. Safeguarding knowledge is good. All staff know what to do if they have concerns about a child's welfare or development.

Quality of teaching, learning and assessment is good

Staff provide a wide range of resources and plan experiences and activities, which are developmentally appropriate and cover all areas of learning. Children regularly spend time outdoors where they explore, investigate and make connections with the natural world. For example, children are fascinated by, and thoroughly enjoy investigating the properties of ice which formed overnight in their water trays. Staff talk to children as they do this, expanding their vocabularies and extending their understanding and knowledge. Children are encouraged to think for themselves and share their thoughts and ideas. Staff are attentive and know children's next steps in learning which they promote very well. Regular and detailed observations and accurate assessments help staff to plan for children's individual needs.

Personal development, behaviour and welfare are good

Children and parents are warmly welcomed into this well organised, inviting and exciting learning environment. Staff plan with consideration for children's heights and perspectives. They ensure that resources are in easy reach and displays can be seen and used to support children's learning. As a result, children move around the setting with confidence, access resources independently, are engaged and become active learners. Staff promote good health and well-being effectively. They help children learn about safety and to assess risks for themselves. For example, staff talk to children about the importance of hygiene routines as they get ready to cook for snack time. Staff work closely with parents and are flexible when children start in the setting. They gather detailed information about children's care, learning and development in order to plan for their needs and complement care at home. This helps children to settle, feel safe and secure.

Outcomes for children are good

All children make good progress in learning and development. Staff prepare children very well with the skills they need in readiness for school. This helps children move on from the setting with confidence.

Setting details

Unique reference number	EY430052
Local authority	Essex
Inspection number	853058
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	24
Number of children on roll	31
Name of provider	Ardleigh Pre-School
Date of previous inspection	17 April 2012
Telephone number	07802 882965

Ardleigh Pre-School was registered in 2011, is committee run and situated in Ardleigh, Essex. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm, Monday to Friday and 12.15pm to 3.15pm Monday and Thursday. The setting provides funded early education for two-, three- and four-year-old children.

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