

# Alec Hunter Pre School

Barber Memorial Hall, Hay Lane, BRAINTREE, Essex, CM7 3DY



## Inspection date

1 February 2016

Previous inspection date

28 September 2011

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 well-qualified staff team has a good knowledge and understanding of the Early Years Foundation Stage. They implement the requirements effectively, reflecting on their practice to ensure that they meet these consistently.
- Children are happy and settled. They build strong bonds and attachments with staff and form close friendships with other children. Children learn about appropriate ways in which to behave. Staff are consistent in their approach and effectively promote the setting's rules.
- The manager is effective in promoting opportunities for staff to enhance their continuous professional development. Regular supervision and appraisals enable staff to identify their own strengths and areas for improvement.
- Children are motivated to learn and eagerly engage in planned and spontaneous activities. Their communication and language development are good and all children, including disabled children and those with special educational needs, and children who speak English as an additional language, make good progress.
- Partnerships with parents are effective and parents speak highly of the well-established staff team. Parents are warmly welcomed and regularly encouraged to extend their children's learning at home. Photographs, learning profiles and daily discussions are shared to ensure that parents remain up to date with their children's progress.

### It is not yet outstanding because:

- On occasions, staff do not recognise that activities can be adapted further to present even more challenge for older or more-able children.
- Staff do not extend opportunities to promote children's understanding of the impact of exercise on their bodies.

## What the setting needs to do to improve further

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

- adapt activities consistently to provide even more challenge for older or more-able children
- enhance children's growing understanding of how exercise has an impact on their bodies.

### Inspection activities

- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector observed an indoor planned physical session and jointly evaluated this with the manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school. She also met the chair of the committee and discussed the overall organisation of the pre-school.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is effective in monitoring staff's practice through regular observations. She carries out supervision and appraisal meetings with all staff and discusses their strengths and areas for improvement. The manager and her staff are supportive of each other and work well as a team to implement changes that promote opportunities for children to learn and develop. The team tracks the progress of all children, including specific groups. This supports staff to address any potential gaps that may appear in children's development. Staff have strong links with other local providers, such as the children's centre and local schools. The pre-school invites teaching staff to their setting, enabling children to meet their new teachers before moving on to school. This promotes children's continuity of care and learning through sharing information effectively. The arrangements for safeguarding are effective. All staff attend regular training to ensure that they are aware of current legislation and updated changes. They demonstrate a good understanding of how to protect children in their care and know the procedure to follow if they have concerns about a child's welfare. Two members of staff, including the manager, have attended enhanced training and are able to confidently take the lead when dealing with safeguarding concerns. Staff meetings are held regularly to support staff and cascade important information to ensure that their awareness is consistently updated.

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

Observations are completed regularly by key staff. Assessments are carried out frequently and children's next steps in learning are identified. Staff incorporate children's likes and interests into a wide range of activities and experiences that supports their ongoing development. Children have good opportunities to make choices about their play and show genuine enjoyment of staff interaction. Their imaginations are well promoted as they independently dress up and create their own games and ideas in the home corner. Children explore a range of puzzles as staff support them to develop strong problem-solving skills. Children develop creative skills as they explore a range of materials and media and respond well to staff's probing questions. For example, as children look at a wide range of different items in the discovery box, they are given time to reflect on each item before discussing how it might be used.

### Personal development, behaviour and welfare are good

Children's personal, social and emotional development are very much encouraged. Staff use regular praise and encouragement to raise children's self-esteem and developing confidence. Children are rewarded with stickers and certificates. They proudly show these to parents upon collection. Children have good opportunities to enjoy fresh air and exercise. They are independent in their toileting and handwashing and are keen to help staff clear up after snack time. Children learn about their personal safety as staff use opportunities, such as when children run inside, to highlight the importance of staying safe.

### **Outcomes for children are good**

Overall, children are making good progress and gaining the necessary skills to be ready for school or the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY425074
<b>Local authority</b>	Essex
<b>Inspection number</b>	874471
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Alec Hunter Pre School
<b>Date of previous inspection</b>	28 September 2011
<b>Telephone number</b>	01376339914

Alec Hunter Pre School was registered in 1974. The pre-school is run by a voluntary committee of parents. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and two staff hold a qualification at level 2. The pre-school opens from Monday to Friday, from 9am until 12 noon and from 12.30pm until 3.45pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school provides care for disabled children and those with special educational needs, and children who speak English as an additional language.

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