

Glebe Pre-School

Community Centre, Glebe Avenue, Braintree, Essex, CM7 5RB



Inspection date

4 February 2016

Previous inspection date

13 December 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

- Practitioners offer children an exciting range of experiences to support their learning through play. Children thoroughly enjoy exploring the natural resources, using the magnifying glasses to look closely at the moss, pine cones and logs in detail.
- The partnerships with parents are good. Parents appreciate and value the pre-school. They say their children make good progress and the practitioners keep them well informed about what their children are learning. The team has an excellent understanding of the particular needs of families and offers sensitive support.
- Practitioners promote children's personal, social and emotional development effectively. Children rapidly gain valuable skills that support them to be independent and capable of managing their own care needs.
- The quality of teaching is good. Practitioners are skilled in helping children to develop their mathematical skills. They make the most of the opportunities in children's everyday experiences to explore and enhance their mathematical thinking.
- Practitioners reflect on their practice regularly. They use their evaluations of activities to decide on training needs, in order to develop their teaching skills.

It is not yet outstanding because:

- Practitioners do not quickly establish what children know and can do when they first begin attending the pre-school.
- Practitioners do not always make the most of their planning systems to fully inform each other about the latest next steps in learning for each child.

What the setting needs to do to improve further

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

- make better use of the information gathered from parents about children's abilities on entry, in order to determine their individual starting points at the earliest opportunity
- refine the systems used for planning so that all practitioners are fully informed about how to match their teaching to the needs of each individual child.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school provider who also manages the setting.
- The inspector spoke to the provider, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of the provider and practitioners working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The qualified and very experienced practitioners work together to ensure requirements are met. Arrangements for safeguarding are effective. Practitioners know what action to take if they have concerns about a child. They know where to find the relevant contact details for making a referral to the local authority safeguarding team. Appropriate policies and procedures are in place to support practitioners in making sure the children are safe and well cared for. The manager uses her observations of teaching to inform the supervision of practitioners. This helps her to support them in developing their teaching skills. The manager recognises the particular strengths of each practitioner. She uses this information well to ensure each one takes responsibility for aspects of the pre-school that best match their specific skills. Practitioners monitor children's progress towards the early learning goals. They share a passionate enthusiasm for learning through play and this is communicated effectively to parents. They work with other professionals and early years providers to ensure children have the support they need, and to promote continuity in their learning.

Quality of teaching, learning and assessment is good

Practitioners know the children well and use children's interests to engage them successfully in learning. Children enjoy group activities, eagerly participating in discussions about the weather. They demonstrate a good understanding of the climate and the very changeable conditions. Practitioners effectively promote children's speaking and listening skills. They encourage children to talk about what they are doing and ask questions to extend their thinking. All children, including those who speak English as an additional language, make good progress in developing their communication skills. Children are highly imaginative. They delight in exploring their own ideas and creating exciting stories. At the inspection, a group of children made up a very complex story about a plane crash in the jungle. Practitioners nearby showed their keen interest in this, encouraging and challenging children to explain how they would solve the problems for the pilot and passengers. Practitioners make good use of technology. They capitalise on children's interests in the latest gadgets and use their interest to develop early writing skills.

Personal development, behaviour and welfare are good

Practitioners help children and their families to feel confident in the pre-school. They spend time helping everyone to settle in. Children quickly learn the simple routine. They respond well to familiar music used to alert them to regular events, such as circle time and tidying up. Practitioners make good use of the outdoor area to support children who prefer to learn outdoors. Children follow appropriate hygiene practices, some particularly enjoy getting messy with the paint and then showing off their hand-washing skills. Children learn how to pour their drinks and share food at the snack table. Practitioners promote the use of polite behaviour and are good role models for the children.

Outcomes for children are good

Children make good progress. They gain the skills they need and develop an enthusiasm for learning to prepare them for life in school.

Setting details

Unique reference number	203689
Local authority	Essex
Inspection number	865211
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	26
Number of children on roll	17
Name of provider	Enid Magdalene Robinson
Date of previous inspection	13 December 2010
Telephone number	07811975161

Glebe Pre-School was registered in 1975. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday during term time. Sessions are from 9.30am until 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.

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