

Tillingham Pre-School

Village Hall, Vicarage Lane, Tillingham, Essex, CM0 7TW



Inspection date	6 November 2015
Previous inspection date	6 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

- Staff know all children very well. They complete regular observations and assessments to identify what children can do and their next steps for learning. Staff use the information to effectively plan learning experiences that promote children's development. Therefore, children learn the skills they need to prepare them for the move on to school.
- The established key-person system is effective in helping staff to build positive relationships with children and their families. Staff pay close attention to meeting children's individual needs. As a result, children are happy and feel secure in the setting.
- The motivated staff team are led by a management team that are committed to promoting good quality care and learning experiences for all children. Most of the staff team hold early years qualifications. This has a positive impact on the quality of teaching overall.
- Children who require additional help are very well supported. Staff liaise effectively with other professionals and children benefit greatly from the inclusive educational programme.
- All children in the pre-school are well supported by staff to help them cope with any changes, such as when they leave their parents or move on to school.

It is not yet outstanding because:

- Parents are not consistently provided with information about children's next steps in learning in order to support them in complementing their children's learning at home.
- Occasionally, staff do not give children enough time to respond to questions or test out and challenge their thinking to further enhance their learning.

What the setting needs to do to improve further

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

- build on the current arrangements with parents to support a more consistent approach to children's learning between the pre-school and home
- help staff to develop their questioning skills to better promote children's development during adult-led activities.

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 evaluated the quality of teaching with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at evidence of staff suitability.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are well trained in recognising signs of abuse and clearly understand how concerns are dealt with. The pre-school continually assesses any risks to children and adapts the environment to take account of individual circumstances. There is a thorough and effective evaluation process in place that takes account of the views of parents and informs a precise action plan. Staff have regular meetings with the manager. They are encouraged to attend further training to enhance their practice. Parents provide information about what their children can do when they first attend the pre-school. Staff use this, along with their initial observations, to identify children's starting points. Staff continue to share information about children's progress. Staff value the good relationships in place with parents. Parents speak very positively about the pre-school and the support provided by staff.

Quality of teaching, learning and assessment is good

The dedicated staff team strive to meet children's individual needs by offering a rich and varied range of activities that build on their interests. As a result, children make good progress in their learning and development. A continuous range of resources are easily accessible both indoors and outdoors. This encourages and supports children to make informed choices in their play and learning. Children have lots of fun experimenting with different textures as they mix together flour, water and paint. They delight as they watch it change into a doughy texture and squash and squeeze it using their fingers. Staff promote children's communication and language well. They engage children in conversations and model the good use of language. Resources available to children are used very well to encourage counting, sorting and problem solving, which they approach with enjoyment and enthusiasm.

Personal development, behaviour and welfare are good

Staff are positive role models for children. They encourage polite behaviour and teach young children valuable skills, such as how to share and take turns. Children thoroughly enjoy their time at the pre-school. Children's physical development is well supported and children move confidently in the indoor and outdoor play spaces. Staff encourage children to choose from healthy and nutritious snacks and drinks, promoting their understanding of healthy eating. Children have excellent opportunities to develop high levels of independence through consistent routines and staff support. Equality and inclusion are at the heart of everything that staff do with the children. They are effective in making sure that all children are able to participate fully in the activities and routines of the day.

Outcomes for children are good

Children make good progress in their learning relative to their starting points. Children who require additional help are very well supported. The tracking of children's progress has been enhanced to monitor the progress of those from specific groups. This guarantees that any gaps in children's progress are quickly addressed with personalised support for any who need it.

Setting details

Unique reference number	203701
Local authority	Essex
Inspection number	865212
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	41
Name of provider	Tillingham Pre-School Playgroup Association Committee
Date of previous inspection	6 December 2010
Telephone number	01621 778803 or 07939106697

Tillingham Pre-School was registered in 1963. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The pre-school opens from 9am until 12 noon and from 12 noon until 3pm on Mondays and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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