

# Halstead Pre School

Richard de Clare County Primary School, Parsonage Street, HALSTEAD, Essex, CO9 2JT



## Inspection date

Previous inspection date

15 March 2016

9 May 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

- Children behave very well. They learn about appropriate ways in which to behave. Staff are good role models who promote consistent boundaries. Children are happy and settled and demonstrate that they feel secure.
- Staff have good partnerships with other providers of the Early Years Foundation Stage and other professionals. They consistently share information to promote children's learning and development. This is one example of how they enhance children's overall care and well-being.
- Staff place an extremely sharp focus on children's communication and language development. Young children develop skills in basic sign language and staff introduce new words and sounds during everyday activities and experiences.
- Children are developing very good independence skills. They consistently make choices about their play from the pre-school's 'choosing board'. This demonstrates one example of how staff encourage all children to express their own likes and interests.
- Children enjoy favourite rhyming songs and enthusiastically join in with the stories read by staff. This helps to support their early literacy skills.

### It is not yet outstanding because:

- Supervision meetings to enhance staff's professional development are not sharply focused on raising practice to the highest level.
- Staff are less successful in engaging parents who speak English as an additional language to be actively involved in their children's learning in the setting and at home.

## What the setting needs to do to improve further

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

- review the programme of supervision meetings to extend staff's professional development so that it increases the potential to deliver the highest-quality provision
- explore further ways to share ideas and information with parents to further support their children's learning.

### 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 several joint discussions and evaluations of practice with the pre-school owner and manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She also spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the pre-school owner and manager. She looked at relevant documentation, such as the pre-school's safeguarding policy and evidence of the suitability of staff working in the pre-school.
- The inspector reviewed and discussed how the pre-school staff evaluate practice to make continuous improvements.
- The inspector looked at a sample of children's observation and assessment records.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust recruitment and induction procedures make sure required checks are completed to ensure that staff are suitable to work with children. All staff attend regular training to ensure that they are aware of their roles and responsibilities in safeguarding children. The management team has attended advance training, which includes a safer recruitment course. They know the correct professionals to contact and the procedure to follow if they have concerns about children's welfare. Staff are vigilant and ensure that ratios are adhered to at all times. Children's attendance is effectively monitored and all staff promote equality and diversity through topics and activities. However, the sharing of information with parents who speak English as an additional language is not consistently promoted.

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

Staff regularly observe children and they make accurate assessments of their development. They provide effective support for almost all aspects of children's learning. Staff regularly identify children's next steps in learning and provide interesting and enjoyable activities to support these. Children explore the feel of soil as they learn about how and where vegetables grow. Their physical skills develop well as they use a range of tools. Their speech and language skills are enhanced as staff introduce a range of new describing words as they talk about the textures of the different materials. The manager monitors the progress children make across all areas of learning. She assesses different groups of children and this supports the staff team in effectively planning to narrow potential gaps in children's learning.

### Personal development, behaviour and welfare are good

Children's safety is well supported. Staff continually promote children's understanding of their personal safety during day-to-day activities, such as when riding wheeled toys in the outside area. Children benefit from good opportunities to develop and maintain a healthy lifestyle and are regularly active. They talk about the importance of following good hygiene routines. During snack-time discussions, staff introduce conversations about why milk and water is good for the children. The children respond knowledgeably about how milk helps their bones to grow. This knowledge is further enhanced as children creatively explore the use of X-ray machines. The key-person system is effective. Staff know their key children very well. They interact with children, join in with their games and show a genuine enthusiasm for their roles.

### Outcomes for children are good

Overall, all children are making effective progress in their learning given their starting points and capabilities. All children, including those who speak English as an additional language, are acquiring the key skills they need for future learning. Children build strong relationships and develop solid friendships with other children as they freely explore the many interesting activities within the pre-school. Children are motivated to learn and demonstrate good levels of confidence and self-esteem.

## Setting details

<b>Unique reference number</b>	EY357154
<b>Local authority</b>	Essex
<b>Inspection number</b>	863496
<b>Type of provision</b>	Full-time 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>	26
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Halstead Pre School Limited
<b>Date of previous inspection</b>	9 May 2011
<b>Telephone number</b>	07790 730 921

Halstead Pre School was registered in 1996. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, from 9am until 3pm, with an optional lunch club offered from 11.30am to 12.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school provides care for children who speak English as an additional language.

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