

Fritch Green Pre-School

Fritch Green Primary School, Tanton Road, Little Dunmow, DUNMOW, Essex, CM6 3GG



Inspection date

Previous inspection date

21 April 2016

28 January 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The leadership and management of the nursery are superb. The owner and manager's dedication and enthusiasm inspire the whole staff team to constantly strive to improve and build on the already outstanding practice.
- The highly qualified staff team has an excellent understanding of how to teach children. As staff and children look at books together, they talk about the title and the author. Staff consistently remind children that they can use books to extend their knowledge and understanding.
- Staff provide a rich, vibrant learning environment where the children are highly stimulated. Children's well-being and physical development are extremely well promoted through the significant amount of time spent learning outdoors.
- The support for children who have special educational needs or disability is excellent. Staff use highly effective strategies to help children develop their confidence and engage in learning. They invite professionals from specialist services to visit children in their secure environment, rather than in an unfamiliar clinic.
- All staff are highly skilled and sensitive in helping children to form secure emotional attachments. This provides an exceptionally strong base for children's developing independence and exploration.
- The partnerships with parents are excellent. Management and staff highly value parents as partners and place the highest priority on working in true partnership with them. Communication between home and the pre-school is consistently effective. This contributes significantly to children's sense of security and the rapid progress in 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 effective tracking of children's progress in order to offer even more finely tuned planning for each child's individual needs.

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 spoke to staff and children at appropriate times.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including the policies, safeguarding information, the self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff's skilful implementation of safeguarding procedures helps to ensure that all children are protected from harm. Robust recruitment procedures are in place to ensure all people working with the children are suitable to do so. Excellent programmes for staff supervision help to ensure that the quality of teaching is exceptionally high. The extremely well-qualified staff team is supported by a highly effective programme of training and mentoring. The impact of training is highly evident in staff's practice. They talk passionately of how they have developed more areas to enable children to have safe spaces to communicate. Staff evaluate the provision for children using the widest range of views possible. They show passion and determination to help children have the best possible start in their education.

Quality of teaching, learning and assessment is outstanding

Children consistently demonstrate their eagerness and enthusiasm for learning. They have exceptional opportunities to choose where and how they learn. Staff offer plenty of experiences that enable children to use their senses. Children are thoroughly delighted to be able to make perfume. They precisely explain the process of gathering lavender leaves, grinding them and adding water. Children demonstrate their excellent understanding of mathematics as they use the Montessori equipment. They concentrate exceptionally well as they count, sort and work out shape. Children are rapidly developing their speaking and listening skills. Staff are attentive and never miss an opportunity to help children think more deeply or to encourage them to find their own solutions to any problems they encounter. The exceptional quality of the tracking of children's progress enables staff to very quickly identify where progress is less than expected and to put in place strategies to help children catch up. Staff recognise that this could be even more finely tuned.

Personal development, behaviour and welfare are outstanding

Children are developing excellent attitudes to learning and are extremely confident and self-assured. Staff place an exceptionally high emphasis on promoting children's emotional well-being and are skilled in supporting children during settling-in times. Staff are vigilant in managing safety and the security of the environment and resources. Nonetheless, they give children many opportunities to understand and develop skills in managing their own risks. Children help staff to carry out daily safety checks in the garden. Children are excited to visit the Forest School area. They understand how to stay safe while they investigate the pond and carry sticks. Children learn how to express their feelings and emotions in a safe environment with people who care for them. They demonstrate an uncompromising passion for the fair treatment of others as they share and take turns.

Outcomes for children are outstanding

Children demonstrate an aptitude for numbers and mathematical language from an early age. They use books for enjoyment and learning. They have many opportunities to develop the muscles needed for writing, such as using pegs to develop a pincer grip. Children are extremely independent in their learning and their self-care skills. They make rapid progress from their starting points and are very well prepared for learning at school.

Setting details

Unique reference number	EY396577
Local authority	Essex
Inspection number	849881
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	30
Number of children on roll	61
Name of provider	Michelle Deanna Wisbey
Date of previous inspection	28 January 2010
Telephone number	01371 831 902

Flitch Green Pre-School was registered in 2009. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The owner holds early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.50am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children. It follows the Montessori approach to learning.

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