

Layer Preschool

Queen Elizabeth Hall, New Cut, Layer-de-la-Haye, Colchester, Essex, CO2 0JU



Inspection date

16 May 2016

Previous inspection date

1 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 pre-school's management team is successful in driving improvement. Effective action has been taken to address the actions and recommendations from the last inspection and improve the quality of the provision.
- Relationships with parents are exceptionally friendly and trusting. Partnership working is a particular strength of this pre-school. Parents are respected as their child's key educator and are actively encouraged to remain involved in their child's learning.
- Staff provide a lovely range of activities, both indoors and outside, that promotes all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside are able to do so.
- Staff observe children as they play and evaluate their observations. This supports them to identify where children are in their learning and what they need to do to promote their continuing progress.
- Children are happy and settled in this warm and welcoming pre-school. They develop secure emotional attachments to their key person and other staff, readily going to them for a chat and for support with activities.

It is not yet outstanding because:

- The quality of staff interaction with children is not consistently high at times of transition between the morning and afternoon session. After lunch, staff are distracted with clearing tables and tidying away.
- Staff do not always pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding the letters of the alphabet.

What the setting needs to do to improve further

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

- review the organisation of the transition between routine activities, to ensure that children continue to enjoy a high standard of play, teaching and learning
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, further promoting their early reading skills.

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 with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and representatives from the pre-school committee.
- The inspector looked at relevant documentation, such as the self-evaluation form and evidence of the suitability of staff working in the pre-school.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and also took account of written testimonials.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Management takes into account the views of parents and staff when planning for continuous improvement. Staff are motivated, enthusiastic and demonstrate a strong commitment to working towards excellence in all areas. They work well together as part of a team. The quality of teaching and learning is monitored well and a programme of supervision is in place. This continues to support staff's professional development and tackle underperformance. Effective recruitment and selection processes ensure that staff are suitable to work with children. Safeguarding is effective. Staff understand their responsibilities to safeguard the welfare of children.

Quality of teaching, learning and assessment is good

Staff know the children well and talk confidently about their interests and stages of development. Children are motivated and eager to learn through play. Children's language and communication skills are given high priority. Training in working with two-year-old children has supported staff in knowing how to promote the development of their vocabulary. Children readily seek out staff for a chat, talking confidently about what they did at the weekend. Staff actively listen to what children say and wait while they consider answers to questions. Staff extend activities skilfully. For example, when children make 'grass heads' using plastic cups, compost and grass seed, staff encourage children to write labels for their work. Children listen intently and are engaged in adult-led activities. They enjoy learning about letter sounds and readily suggest words that start with the identified initial letter.

Personal development, behaviour and welfare are good

Staff are good role models who support children's emotional well-being exceptionally well. Effective settling-in procedures for new children help them to settle quickly. Children who take longer to settle are supported sensitively by the caring staff. Each child has a named key person who builds relationships with them and the parents. Parents speak highly of the pre-school, stating that they appreciate the friendly and caring nature of staff. Children behave well and develop positive attitudes to others. They have regular outings into the local environment and also learn about the wider world. Good behaviour and individual efforts are valued. The thoughtfully planned playroom and garden support children to engage in purposeful play. Children benefit from interesting and varied resources that are used to promote all areas of learning. Children have plenty of opportunities for fresh air and to develop their physical skills in the well-equipped garden.

Outcomes for children are good

All children make good progress in their learning and development and work comfortably within the expected development bands for their age. Management has recently introduced a system for tracking cohorts of children. Early indications are that this is being used successfully to identify gaps in the learning of groups of children, so that steps can be taken to address them. Children develop the key skills needed to be ready for the next stage in their learning, such as moving on to school. They develop in confidence and manage their own personal hygiene, relevant to their age.

Setting details

Unique reference number	203940
Local authority	Essex
Inspection number	1016782
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	32
Number of children on roll	60
Name of registered person	Layer Pre-School Committee
Registered person unique reference number	RP523814
Date of previous inspection	1 June 2015
Telephone number	01206 734348

Layer Preschool was registered in 1972. The pre-school employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and five staff are qualified to level 3. The pre-school opens from Monday to Friday during school term times. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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