

Nanny Jenny's Preschool

Great Clacton Community Centre, 16-26 Valley Road, CLACTON-ON-SEA, Essex,
CO15 4AR



Inspection date

Previous inspection date

19 May 2016

21 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- Significant improvements have been made since the last inspection. The provider, who also acts as the manager, has addressed the previous action and recommendations raised. The staff team has high expectations for children's outcomes as a result of their hard work and dedication.
- The quality of teaching is good. The key persons know the children well and provide a wide variety of activities matched to their abilities and interests. Children make good progress and develop the skills they need for future learning.
- Children are very confident and motivated learners. They have particularly rich and rewarding experiences as they explore the well resourced, outdoor play areas.
- Staff effectively support children's personal, social and emotional development. They repeatedly praise children and encourage them to try new things. Children have high self-esteem and behave very well.
- The provider and staff value parents' views and opinions as part of the self-evaluation process. Effective communication with parents ensures the key persons are well informed about children's routines and learning at home.
- Staff work closely with local schools to promote continuity in children's care and learning. They complete detailed transition reports, helping teachers to identify learning priorities from the start.

It is not yet outstanding because:

- Although the provider has a good overview of the progress of individual children, she is not yet closely monitoring the progress made by different groups of children.
- Staff sometimes overlook opportunities to encourage all children to share their ideas and develop critical-thinking skills.

What the setting needs to do to improve further

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

- monitor the progress of groups of children and use this information to assess whether the provision for different groups can be enhanced further
- support staff to consistently recognise and extend opportunities for children to share their ideas and use critical-thinking 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 carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of safeguarding policies and procedures. They are aware of their responsibilities to keep children safe and well. All staff complete the necessary checks to ensure they are suitable to work with children. The provider ensures that the apprentices are not left unsupervised until their checks are completed. Staff are well supported. Effective supervision meetings are carried out to monitor staff's practice. There are frequent opportunities for the staff to observe each other. There is also an impressive training programme. All staff are currently studying to enhance the level of their qualifications.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They gather concise information from parents about the skills children already have when they join the pre-school. This helps staff to provide activities which engage and challenge children from the start. Staff then regularly observe children and appropriately use these observations to plan individual next steps in their learning. Children eagerly engage in activities that encourage them to become creative, imaginative and use all of their senses. They learn about how things grow, and experiment and explore a wide variety of sensory materials. Additional funding is used wisely to provide a variety of outings, activities and extra equipment to support children in developing the skills they need for future learning. Parents give high praise for the efforts of the staff team and the care and education their children receive.

Personal development, behaviour and welfare are good

Children are happy and confident. They develop close relationships with their key person and other staff. Children play harmoniously and build firm friendships with one another. They learn to respect and celebrate each other's differences through a range of activities that teaches them about people and communities in the wider world. Staff promote children's good health very well. Snacks are healthy and nutritious and children benefit greatly from being outdoors. Staff provide lots of opportunities for children to be physically active and to become independent in their self-care. Children are well supported by staff to think about ways to overcome any risks. They help staff to check that any possible hazards in the outdoor play areas have been removed. They regularly take part in fire drills so they know what to do in the event of an emergency.

Outcomes for children are good

All children make good progress over time, including those who receive additional funding. Where children require additional support, timely interventions mean that gaps in their learning are closing. Children are well prepared as they move on to new settings and school. They work confidently in small groups and develop positive attitudes to others and to learning. Children develop good early literacy and mathematical skills as they join in with stories and songs, make marks and count. They learn to share resources and take care of their pre-school environment.

Setting details

Unique reference number	EY399413
Local authority	Essex
Inspection number	1028503
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	23
Name of registered person	Jennifer Ann Buchanan
Registered person unique reference number	RP514923
Date of previous inspection	21 June 2013
Telephone number	01255 431821

Nanny Jenny's Preschool was registered in 2009 and is privately run and managed. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am until 2.45pm on Monday, Wednesday, Thursday and Friday, and from 9am to 12.15pm on Tuesday. A breakfast club operates from 8.30am when there is a demand. The pre-school provides funded early education for three- and four-year-old children.

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