

# Finchingfield Pre-School and Toddlers



C/O Finchingfield C of E Primary School, Vicarage Road, Essex, CM7 4LD

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 25 May 2016      |
| Previous inspection date | 18 November 2008 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- The manager and practitioners plan a wide range of exciting activities and learning opportunities that covers all seven areas of learning. Children are keen, excited and motivated to learn.
- Accurate systems for assessing children's development are used to track children's progress. Practitioners use any information gathered through assessment to target gaps in children's development effectively.
- Practitioners and managers provide children with a welcoming and exciting learning environment. They make good use of wall space to present examples of children's creative work.
- The well established key-person system ensures that each child has a special person to care for them. Key persons work very well with parents to establish good knowledge of each child's stage of development on entry to the setting. Partnerships with parents are strong.

### It is not yet outstanding because:

- Practitioners do not always plan the timing and organisation of the session, especially adult-led group times, in enough detail. They do not always ensure that the older and most-able children gain the best they can from these experiences.
- Partnerships with other early years settings that children attend are not yet robust enough to ensure that children's learning that occurs outside of the pre-school is fully complemented.

## What the setting needs to do to improve further

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

- review the timing and organisation of adult-led group activities to ensure that they are used to help the most able children to achieve the best they can from these learning experiences
- strengthen the already existing partnerships with other early years settings that children attend to ensure that practitioners are able to fully complement learning that takes place in other aspects of children's lives.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Lynn Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Managers and practitioners regularly update their safeguarding knowledge through appropriate training. Practitioners know the pre-school's policies and procedures and follow them proficiently to protect children. Safety within the pre-school and outdoor areas is given high priority. Practitioners conduct thorough risk assessments and implement effective systems for managing new safety issues. A well-developed system for professional development ensures that all practitioners and managers have access to a wide range of training. They are effectively supported through regular supervision meetings. Careful monitoring of the provision enables the manager to effectively identify the pre-school's strengths and areas for improvement. Parents and others are encouraged to contribute to the pre-school's self-evaluation process.

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

Children are keen and motivated learners. They generally guide their own learning as they freely access the exciting selection of resources available to them. Some children write their own names on their creative work. Children's mathematical knowledge is very well promoted. Practitioners use every opportunity to draw children's attention to counting, sorting and ordering. They provide children with time to solve problems for themselves. Children's communication and language skills are enhanced. Practitioners speak to children clearly and introduce new words to their vocabulary. For example, when looking at nature and natural things, they use words, such as, chrysalis, tadpole and cocoon.

### Personal development, behaviour and welfare are good

Children are confident and excited. They enter the pre-school and part from parents and carers with ease. They immediately become engaged in freely chosen play in one of the two well resourced pre-school rooms. Children wander freely between the rooms, making use of the resources and seeking their friends to join in their games. Children form close relationships with the practitioners and with each other. They are regularly seen hugging each other and approaching practitioners for assistance or simply to chat to them. Children develop a good understanding about keeping healthy and safe. Practitioners engage them in discussions about food that is good for them. Children's daily trips to the garden usually begin with a set of simple exercises and some running. Discussions between practitioners and children emerge from this activity to promote children's understanding that exercise is good for their hearts.

### Outcomes for children are good

All children make good progress in relation to their starting points. Some children make better than good progress. Children become very independent young people and proficiently master self-care skills, such as accessing the toilet themselves. Children decide which clothes they will need to put on to play outdoors. Many children count to 20 and understand the concept of simple calculation.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY383906  |
| <b>Local authority</b>                           | Essex   |
| <b>Inspection number</b>                         | 858845  |
| <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 - 5   |
| <b>Total number of places</b>                    | 16  |
| <b>Number of children on roll</b>                | 27  |
| <b>Name of registered person</b>                 | Finchingfield Pre-school And Toddlers Committee                                   |
| <b>Registered person unique reference number</b> | RP519150  |
| <b>Date of previous inspection</b>               | 18 November 2008  |
| <b>Telephone number</b>                          | 01371 811 593   |

Finchingfield Pre-School and Toddlers was registered in 2008. The pre-school employs four members of childcare staff. Of these, all four hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3pm on Tuesday, Wednesday and Thursday and from 8.45am until 1pm on Monday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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