

Tollesbury Preschool

The Manse, 2 Station Road, Tollesbury, Maldon, Essex, CM9 8RA



Inspection date

5 July 2016

Previous inspection date

13 October 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 experienced and well-qualified staff work as a strong team. The management has ensured that good progress has been made since the last inspection. The previous actions and recommendations have been tackled well to improve outcomes for children.
- Children are motivated, enthusiastic and eager to learn new things. They make good progress and develop the skills they need for future learning. Staff have reviewed how they plan activities to ensure that learning experiences are now securely matched to children's interests, enthusiasms and capabilities.
- Staff have effective links with the local primary schools and other early years professionals. They promote continuity in children's learning and a smooth transfer on to full-time education.
- Children are confident, settled and happy as they have good relationships with staff and each other. Staff are respectful of the children and they treat them with warmth and kindness.
- Staff give a high priority to ensuring children learn about the importance of safe and healthy lifestyles. Children eat nutritious snacks, have regular exercise and follow good hygiene routines.

It is not yet outstanding because:

- The manager has not yet fully established effective ways for staff to continue to develop their teaching skills and learn from each other, to raise practice to the highest level.
- Although the partnerships with parents are good, staff sometimes miss opportunities to share information about daily routines and activities with the parents of the youngest children attending the pre-school.

What the setting needs to do to improve further

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

- extend the opportunities for professional development to enable staff to continue to develop their teaching skills and learn from each other through honest and critical reflection
- explore more ways to share information about the daily activities and routines with the parents of the younger children.

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 at appropriate times during the inspection.
- The inspector viewed a sample of the 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 written responses to surveys organised by the pre-school.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff share a clear vision and passion for the pre-school. There is an accurate self-evaluation with effective action plans implemented to move the pre-school forward. Staff also positively welcome support from the local authority advisers, to help identify areas for further improvement. The manager has a clear overview of the progress that individual children and groups of different children make. This means that any gaps in children's development are promptly addressed. The arrangements for safeguarding are effective. Staff are trained to ensure that they know the local child protection procedures and how to identify children who may be at risk of harm. The effective deployment of staff ensures they are successfully involved in children's activities and maintain close supervision, both indoors and outside.

Quality of teaching, learning and assessment is good

Children have access to a wide variety of interesting resources both indoors and outdoors. Since the last inspection, staff have completely reviewed the layout of play equipment so children are motivated and enjoy exploring their environment. Staff are fully aware of children's individual needs, interests and personalities. They model good language and effectively introduce new vocabulary and words into conversations. Staff also skilfully introduce mathematics into children's play and everyday routines. Key persons complete focused and spontaneous observations of children's achievements. These are successfully used to assess progress and plan the next steps in children's learning. Parents regularly share comments about their children's learning at home and contribute photographs for the learning journals.

Personal development, behaviour and welfare are good

Children become very independent. They learn how to take responsibility for their personal hygiene, and develop positive problem-solving skills through their play. Children play harmoniously together and develop strong friendships. They show tolerance and respect towards their peers. Children use a range of multicultural books and resources and learn about differences between themselves and others. All children's contributions and efforts are treated very positively by staff to ensure they feel valued. Children benefit greatly from opportunities to play outside in the fresh air. Staff provide a wide selection of outdoor equipment to support children to explore, investigate and develop their physical skills. There are exciting plans to develop the outdoor area further so that children who prefer to play outside extend their creativity and imagination.

Outcomes for children are good

Children make good progress from their starting points. They confidently acquire the essential skills that prepare them for the next stage in their learning and for starting school. Children participate in group discussions where they listen attentively and share their ideas. They develop strong literacy skills. They look at books for pleasure and begin to recognise the sounds of letters and write familiar words. Children understand the need to behave responsibly. They use good manners and learn important social skills such as sharing and taking turns with play equipment.

Setting details

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| Unique reference number | 402290 |
| Local authority | Essex |
| Inspection number | 1030836 |
| 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 | 19 |
| Number of children on roll | 37 |
| Name of registered person | Tollesbury Pre-school Community Interest Company |
| Registered person unique reference number | RP524034 |
| Date of previous inspection | 13 October 2015 |
| Telephone number | 07874 240 751 |

Tollesbury Preschool was registered in 1996. The pre-school employs six members of childcare staff. Of these, five staff hold an appropriate early years qualification at level 3 and one member of staff holds a qualification at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am until midday and from 1pm until 4pm. The pre-school provides funded early education for three- and four-year-old children.

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