

# Small Steps Preschool Boreham



Village Hall, Main Road, Boreham, CHELMSFORD, CM3 3JD

## Inspection date

12 April 2016

Previous inspection date

1 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 setting has made good improvements since the last inspection. This is due to the effective management, the dedicated staff and the leadership team who strive to improve. This contributes towards better outcomes for children.
- The partnership with parents is positive. Staff effectively share information about children's learning and the next steps in their development. Flexible arrangements are in place to support parents with extra sessions when the pre-school has capacity to do so.
- The quality of teaching is strong and consistent. Staff support each other well to provide a varied and rich programme of learning and teaching. They promote activities that cover all the areas of children's development through effective planning.
- An effective key-person system promotes children's successful attachments. They form close bonds with staff who take a keen interest in their backgrounds. This helps to promote children's individual needs.
- Staff act as good role models for children. Their positive behaviour encourages children to learn about being kind and caring towards each other

### It is not yet outstanding because:

- Staff do not always make best use of their observations of how each child learns. They do not use information gained from observations to successfully engage and raise children's interests to the highest level.
- Younger children's needs are not as well considered when staff plan some of the group time activities.

## What the setting needs to do to improve further

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

- make better use of information from the existing accurate observations of children's learning, to plan effective activities that build on children's interests and raise their learning to the highest level
- evaluate the effectiveness of the group activities in supporting younger children's growing levels of concentration and learning.

### 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 pre-school manager.
- The inspector held a meeting with the pre-school manager and members of the committee. 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 small selection of parents during the inspection and took account of their views.

### Inspector

Claire Parnell

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have up-to-date knowledge of procedures to follow to promote children's safety. Documentation that promotes children's welfare is completed effectively. Robust systems are in place to monitor and observe staff practice. Staff receive appropriate training and support to develop their good knowledge and skills further. Staff hold appropriate qualifications and most staff hold current first-aid certificates. Staff are deployed effectively to ensure children are well supervised, both inside and outdoors. Stringent recruitment procedures are in place to ensure that children are cared for by suitably checked staff. The suitability process includes checks on members of the management committee.

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

Children constantly receive positive interaction from staff throughout child-initiated and adult-supported learning sessions. The assessment programme supports children's ongoing learning well. Observations are focused on areas of learning and on stages of development. Staff know how children learn best, but do not always extend the appropriate opportunities to provide further challenging and enriching experiences. Communication and language skills are supported particularly well. Children with delayed speech are given sensitive support and encouragement to develop their confidence to communicate their needs. Staff work effectively with other professionals, using shared information to provide a consistent approach to children's learning. Children's understanding of mathematical concepts is supported well. They explore numbers and amounts. Staff make effective use of snack time to teach children how to divide fruits into halves and quarters.

### Personal development, behaviour and welfare are good

Children are confident and motivated to learn. This is supported by staff's enthusiasm and personal care for each individual child. Children learn about healthy lifestyles and how to promote their physical well-being. Children eat healthily due to the information parents receive about providing nutritious packed lunches. Children freely choose whether to play inside or outside. This encourages fresh air and exercise throughout the session. Children learn about appropriate hygiene procedures. For example, they help themselves to tissues, wipe their noses and put the tissues in the bin. Transitions to school and other settings are promoted well. The successful liaisons with these settings provide a consistent approach to children's learning. This helps children to be emotionally prepared for the move on to their next place for learning.

### Outcomes for children are good

Children are making good progress in all areas of learning. Staff's sensitive practices provide effective support for children who need additional support. Staff are aware of any gaps in children's development and provide opportunities for them to catch up with their peers.

## Setting details

<b>Unique reference number</b>	EY399734
<b>Local authority</b>	Essex
<b>Inspection number</b>	1035369
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Small Steps Pre-School Boreham
<b>Date of previous inspection</b>	1 December 2015
<b>Telephone number</b>	07952 471616

Small Steps Preschool Boreham was registered in 2009. The pre-school employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm on Monday, Wednesday and Friday and from 9am until 3pm on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disabilities.

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