

# Tudor Cross Pre-School CIC



46 Crooked Mile, WALTHAM ABBEY, Essex, EN9 1QD

<b>Inspection date</b>	10 October 2016
Previous inspection date	19 November 2013

<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

- Staff deployment is good. They work effectively as a team between the indoors and outdoors of the pre-school, providing close supervision and supporting children in their play and learning.
- The managers and staff carry out effective, ongoing risk assessments of the areas used by children. This enables the quick identification of potential risks and implementation of safety measures, which helps to ensure the pre-school remains safe for children to play in.
- Children are able to easily help themselves to a wide selection of good quality toys. They are encouraged to make decisions about what activities they would like to take part in.
- The staff team provides a positive and welcoming environment for children and families. Each key person works in partnership with parents, supporting their involvement and giving them ideas about how they can support learning at home.
- Behaviour management is good. Staff act as positive role models, helping children to learn about respect and being kind to others. Children show that they have formed close and trusting relationships with staff and look to them for support when needed.

### It is not yet outstanding because:

- Training and professional development is not always focused on building on staff's specific skills to raise the quality of teaching even further.
- At times, staff do not make the most of opportunities to help children learn about age-appropriate technology.

## What the setting needs to do to improve further

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

- use information from staff supervision to target training and professional development even more sharply, in order to enable staff to extend their knowledge and teaching skills even further
- strengthen opportunities for children to learn about age-appropriate technology.

### 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 evaluation of an activity with the manager.
- The inspector held discussions with the manager, staff and children. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of those working in the setting.
- The inspector spoke to parents during the inspection and took account of their views through feedback provided.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The long-standing staff team has a clear understanding of the roles and responsibilities in regard to protecting the welfare of children. They know how to identify the signs of abuse and the action they must take if they have any concerns about a child. Parents are encouraged through discussion and termly questionnaires to give their views and opinions about the pre-school. Staff feel that their ideas are listened to and valued. These contributions help the manager to make informed decisions about how to effectively plan for continuous improvements. Online systems used by the pre-school, help managers and staff to monitor children's progress and identify when action is needed to close any gaps in learning.

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

Observations and assessments of children's progress are used effectively. Staff plan a good range of activities that meets children's next steps in learning. Older children show their understanding of how to follow directions. When asked to help tidy up in preparation for group time, they busily move around finding and putting away items. Communication, mathematics and physical skills are supported well by staff as part of children's daily routines and activities. Picture clues help to support communication with children who speak English as an additional language. Children's use of their senses is promoted as they feel and smell dough that has a cinnamon odour. When the dough cake that they are carrying falls on the floor, they are encouraged to quickly pick it up and try again. Children show perseverance and complete what they set out to do by successfully transporting the cake to their chosen destination. Children using role play toys to clearly show their understanding of the world. They act out real and imagined experiences, such as feeding their toy baby.

### Personal development, behaviour and welfare are good

Children are supported well to learn about how to keep themselves safe during play. Staff talk to them as they use large outdoor play equipment, encouraging them to think about what they are doing. Children respond positively to this and modify their actions waiting until the child in front of them has moved before they continue to climb. Children enjoy spending time in the fresh air, and take part in a wide range of activities. They are provided with a balanced range of foods. Children are given gentle reminders about good hygiene practice, such as why they need to wash their hands at pertinent times. Staff also involve children in discussions that help them to learn about healthy lifestyles.

### Outcomes for children are good

All children, including those who speak English as an additional language, are making good progress in their learning. They are working comfortably within the range of development typical for their age. Children concentrate for extended periods of time as they take part in activities that arouse their interest. They make firm friendships and enjoy playing games and spending time together. Children quickly learn independence skills that link to their current stage of development. They are effectively acquiring the key skills needed to move on to the next stage of their learning, including school.

## Setting details

<b>Unique reference number</b>	EY152486
<b>Local authority</b>	Essex
<b>Inspection number</b>	1064271
<b>Type of provision</b>	Sessional 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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Tudor Cross Pre-School CIC
<b>Registered person unique reference number</b>	RP518786
<b>Date of previous inspection</b>	19 November 2013
<b>Telephone number</b>	01992 766444

Tudor Cross Pre-School CIC was registered in 2002 and is run by a community interest company made up of directors who are employed by the pre-school. The pre-school employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens on Monday to Friday. Sessions are from 9am until midday, 12.05pm until 3.05pm or from 9am until 3.05pm term time only. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school currently supports a small number of children who speak English as an additional language.

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