

Stock Pre-School

Dakyn Drive, Stock, INGATESTONE, Essex, CM4 9TB



Inspection date

11 November 2016

Previous inspection date

24 November 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The highly ambitious management and staff team demonstrate an excellent commitment to improving outcomes for all children. Following the last inspection, they have all worked exceedingly hard to ensure the areas identified for improvement have been successfully addressed.
- Staff use their excellent knowledge of each child to plan varied and imaginative experiences that inspire and challenge children to succeed. The outside space with its different areas is used extremely well to promote adventurous play and risk taking in a safe environment. Children make rapid progress and develop a real thirst for learning.
- Staff have an extremely sharp focus on helping all children acquire and extend their communication and language skills. They provide excellent commentary, introducing new words as children play. Children are articulate and really enjoy explaining what they know and can see.
- Children's behaviour is exemplary and friendships flourish. The experienced and qualified staff are excellent role models. Children treat each other with kindness and share resources especially well.
- Staff work extremely well with education and health professionals and the teaching staff at the local school. These partnerships are used extremely well to ensure that children who have special educational needs or disabilities get the extra support or equipment they need. The frequent outings into school also successfully prepare children for starting full-time education.
- Meticulous self-evaluation processes include gathering the views of all staff, parents and children. Parents are eager to share their very positive opinions of the high-quality care and learning their children receive. They talk about how the staff go above and beyond expectations to ensure that children thrive and make exceptional progress.

What the setting needs to do to improve further

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

- continue to implement the planned changes to the way staff and parents share information about children's achievements and evaluate the impact on children's outcomes.

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, a representative from the committee, staff and children.
- 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 assessments and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from the written testimonials organised by the pre-school.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is outstanding

Management and staff have a relentless drive to improve with a clear priority to build on the outstanding practice offered prior to the last inspection. The arrangements for safeguarding are effective. All staff and committee members have completed the relevant checks to ensure they are suitable for their role. Policies and procedures relating to health and safety are rigorously adhered to. All staff are very knowledgeable about how to respond to any concerns about children's welfare. There is a very strong team spirit as staff feel valued and take on additional responsibilities. The superb supervision and professional development arrangements ensure that training opportunities are targeted to help staff extend their teaching skills further. The manager meticulously monitors the progress of both individuals and specific groups of children, to make sure they all make sustained progress and any gaps in learning close rapidly.

Quality of teaching, learning and assessment is outstanding

Staff plan extremely imaginative activities which thoroughly engage all groups of children. The layout of the playroom has been significantly enhanced to promote exploration and creativity. Children concentrate intently and work collaboratively to solve problems as they play together. They are making great strides as they learn the sounds of letters and recognise and write familiar words. Staff use regular observations and accurate assessments to plan individualised activities for children that reflect their interests. Parents have regular consultations with their children's key persons and often contribute information about their children's achievements at home. There are plans in place to further enhance the way staff and parents share information about the children's development. The management recognises the importance of utilising these new arrangements to their full potential to maintain the outstanding success of all children.

Personal development, behaviour and welfare are outstanding

Children show an excellent level of independence and confidence and develop resilience extremely well. They use good manners and make healthy choices at the snack table. Parents are given excellent ideas for nutritious packed lunches. Children eagerly venture outside to play in the fresh air. They point out to visitors that they need to dress appropriately and take extra care when surfaces are wet or slippery. An excellent range of activities and outings is organised and children quickly gain an understanding of other people, places and communities. Staff give sensitive explanations about why people mark Remembrance Day. Children learn to value beliefs and show great respect as they remain silent and think about the people who help them.

Outcomes for children are outstanding

Children make exceptional progress in their learning and are well prepared for school, including those who have special educational needs or disabilities. They listen well and demonstrate a very strong desire to try new things. Their early writing skills are developing extremely well and they count, order and match numbers in many different situations.

Setting details

Unique reference number	EY395027
Local authority	Essex
Inspection number	1033848
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of registered person	Stock Pre-School
Registered person unique reference number	RP910271
Date of previous inspection	24 November 2015
Telephone number	07939904295

Stock Pre-School was registered 2009 and is run by a committee. The pre-school employs nine members of childcare staff. Of these, two staff hold an appropriate early years qualification at level 4, four staff hold a qualification at level 3 and two staff hold a qualification at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are between 8.45am and 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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