

Kelvedon & Feering Pre-School



Care of St Marys School, Docwra Road, Kelvedon, COLCHESTER, CO5 9DS

Inspection date	30 November 2016
Previous inspection date	2 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 pre-school's management team shows a strong commitment to achieving excellence in all areas. The new manager is actively supported by the committee and senior staff. Staff are enthusiastic, motivated and work well together as a team.
- Staff are committed to working together with parents and this is a key strength of the pre-school. Staff respect parents as their child's key educator. They encourage parents to remain actively involved in their children's learning.
- Staff's knowledge and understanding of the learning and development requirements are good. They observe children as they play and evaluate these observations well, allowing them to identify where children are in their learning and what they need to do to support children's continuing progress.
- Transitions from home to the pre-school are managed well. Settling-in procedures are tailored to the individual needs of each child and their family. Staff visit the children in their own homes, so that children can get to know them in a familiar environment.

It is not yet outstanding because:

- Management has yet to fully develop how it uses the information gained from comparing different groups of children, so that steps can be taken to more swiftly close any identified gaps.
- Staff do not always encourage younger children to think for themselves. They tend to make suggestions rather than ask children for their ideas.
- Sometimes, staff do not make the most of opportunities to develop younger children's awareness of numbers and counting.

What the setting needs to do to improve further

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

- embed how the information gained from comparing groups of children is used, so that any gaps in learning can be quickly addressed
- make the most of opportunities to support younger children to develop their awareness of numbers and counting
- focus more closely on consistently supporting younger children's developing thinking skills.

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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager and the provider.
- The inspector looked at relevant documentation, such as the self-evaluation form and evidence of the suitability of staff working in the pre-school.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Staff reflect on activities and their daily practice as part of the self-evaluation process. An action plan for improvement is in place. Management monitors the quality of teaching and learning and has identified areas for development. Strong partnerships with the host school have been established. This helps ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class. Safeguarding is effective. Staff are aware of the indicators of abuse and know what to do if they have a concern. Professional development is supported. Staff attend relevant training courses to improve their knowledge and skills. Two staff are currently working towards early years qualifications. An effective programme of supervision is in place and new staff have a mentor to offer support.

Quality of teaching, learning and assessment is good

Staff know the children well. They understand how individual children like to learn and provide interesting resources for them to choose from. The thoughtfully planned playrooms effectively support all ages of children to engage in purposeful play. Staff provide a lovely range of activities, both indoors and outside. Good attention to planning for outdoor activities helps ensure that those children who learn best from being outside are able to do so. Staff are actively engaged in children's play and encourage older children to solve problems. For example, when older children explore a large cube of ice, they are encouraged to suggest and trial different tools to free the toy animals that have been frozen into it. Staff support older children's communication skills effectively, including those who speak English as an additional language.

Personal development, behaviour and welfare are good

Staff provide a welcoming learning environment in which children are happy, settled and confident to express themselves. The key-person system is implemented well. In the absence of a child's key person, a backup person is identified, helping to ensure that children's individual needs continue to be met. Staff are caring towards the children. They know about children's home lives and talk to them about their families, enhancing their sense of belonging. Inclusion is at the heart of everything that is done in the pre-school. Staff identify and plan for children's individual needs, including children who have special educational needs. Staff promote a positive approach to diversity. Children develop positive attitudes to each other and people beyond their own experiences. They play well together. Staff are calm and gentle as they remind younger children to consider the needs of others.

Outcomes for children are good

Individual children make good progress from their starting points. They develop the key skills needed to be ready for school. Older children are independent and manage their own self-care, such as their personal hygiene and dressing themselves. Children understand that print carries meaning. They put meaning to the marks they make, such as writing their name on the list of children waiting to use the computer. Older children count confidently in routine and play situations.

Setting details

Unique reference number	EY340992
Local authority	Essex
Inspection number	1059737
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	45
Number of children on roll	61
Name of registered person	Kelvedon and Feering Pre-School
Registered person unique reference number	RP519151
Date of previous inspection	2 October 2012
Telephone number	01376 572 239

Kelvedon & Feering Pre-School was registered in 2006. The pre-school employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time. The children are divided into two groups, Swifts (two- and three-year-old children) and Swallows (three- and four-year-old children). Swallows sessions are from 9am to 3pm. The Swifts sessions are from 9am to midday, with an option of staying until 1.30pm on Monday and Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disabilities.

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