

Tolleshunt D'Arcy Pre-school



Tolleshunt Darcy C of E Primary School, Tollesbury Road, Tolleshunt D'Arcy, MALDON, Essex, CM9 8UB

Inspection date	18 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 is led by a dedicated manager and team of trustees who continually review practice and strive to raise standards. Self-evaluation is used well. It includes the views of parents and staff to ensure that planned improvements benefit the children.
- Since registration, the pre-school has made significant improvements to the outdoor learning environment. Children really enjoy practising their physical skills outside throughout the year. They play imaginatively and enthusiastically investigate and experiment with a wide variety of natural and sensory materials.
- Children make good progress and develop the skills they need for future learning. They are very independent and complete age-appropriate tasks confidently.
- The key-person system is very effective. Key persons know their children well and accurately match their expectations to each child's specific needs and development.

It is not yet outstanding because:

- Although some staff are committed to raising the level of their qualifications, the programme for professional development is not yet specifically targeted at raising the already good quality of teaching to an outstanding level.
- Although parents are kept well informed about their children's achievements at pre-school, staff have not yet established highly successful ways to encourage all parents to share information about their children's learning at home.

What the setting needs to do to improve further

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

- target continuous professional development opportunities more precisely so that teaching skills are improved to an outstanding level
- explore more ways to successfully encourage all parents to share information about their children's learning at home and work together to help children make even better progress.

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, trustees, 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 assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Detailed risk assessments ensure that any hazards to children are identified and minimised or removed. High staffing ratios and good staff deployment mean that children are well supervised, both indoors and outside. There are rigorous recruitment and induction systems to check the suitability of staff. All staff are appropriately supported through monitoring and regular supervision meetings. They are trained to identify children who might be at risk of neglect or abuse. They know what action to take to report any welfare concerns. The pre-school has developed strong links with the host school and other nearby primary schools. The manager is also part of an early years cluster group and staff liaise closely with other providers to help children move seamlessly between settings.

Quality of teaching, learning and assessment is good

Children confidently make choices and lead their own learning. Staff effectively observe and assess children's progress and plan further challenging experiences that build on what children already know and can do. The manager closely scrutinises the progress being made by individuals and the different groups of children. This ensures any variations in learning are promptly identified and addressed. Staff place a strong emphasis on helping children develop good language and communication skills. They use effective questioning and support children to express their thoughts and ideas. Children are captivated by sensory play experiences and they extend their vocabulary as they describe different textures. Staff encourage children to count, use mathematical language to describe size and shape and sort items into groups. Many learning experiences are offered to develop children's awareness of different people, cultures and communities beyond their own home experiences.

Personal development, behaviour and welfare are good

Staff are caring, calm role models and give clear explanations of routines and expectations. This helps children to develop a good understanding of how to behave. Children show consideration for others and share resources harmoniously. They are eager to help staff with simple tasks, such as tidying away their toys. Snack and lunchtimes are well organised and highly positive learning experiences for children. They are keen to serve themselves and manage lunchboxes independently. Staff praise them for their good manners. Children learn about healthy lifestyles effectively. They eat healthy food and capably manage personal hygiene routines. Children learn about the effect exercise has on their bodies as they discover they become warmer following energetic movements.

Outcomes for children are good

All children make good progress in their learning and development. They confidently acquire the key skills needed for future learning and their eventual move to school. Children are self-assured and sociable. They are keen to share their ideas and contribute towards group activities. Children listen carefully to stories, look at books for pleasure and develop their early reading skills. They learn to write their name and show great pride in their achievements as they show their work to staff, other children and visitors.

Setting details

Unique reference number	EY479097
Local authority	Essex
Inspection number	989475
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	22
Number of children on roll	47
Name of registered person	Tolleshunt D'Arcy Pre-School
Registered person unique reference number	RP532174
Date of previous inspection	Not applicable
Telephone number	01621 868948

Tolleshunt D'Arcy Pre-school was registered in 2014. The pre-school employs nine members of childcare staff. Of these, five staff hold an 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 between 9am and 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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