

Manor House Pre-school

King Edward Community Centre, Hunters Court, King Edward Road, Laindon,
BASILDON, Essex, SS15 6GY



Inspection date	19 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

- Children form strong, trusting bonds with their key person, helping them feel safe and develop a strong sense of belonging to the group.
- The quality of teaching is effective. Staff have a good understanding of how children learn and plan interesting activities that engage and challenge them. Children make good progress in their learning.
- Effective tracking systems mean that staff have a clear overview of how children are progressing. Any gaps in children's learning are quickly identified and addressed.
- Children's behaviour is exemplary. Staff set clear boundaries and children know what is expected of them. Staff recognise children's achievements and reward them for their efforts. This boosts children's self-esteem immensely.
- Parents are well informed about all aspects of their children's care and learning. They are well supported to promote their children's learning at home. Parents speak highly of the staff team and the quality of service provided.
- The ongoing self-evaluation process, alongside the views of parents, children and staff, ensures that the pre-school continues to improve.

It is not yet outstanding because:

- Children do not have sufficient opportunities to develop their skills and understanding of how technology equipment can be used.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their skills and understanding of how they can use 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the pre-school deputy manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Vicky Turner

Inspection findings

Effectiveness of the leadership and management is good

The provider works very closely with managers to create a well motivated and reflective staff team. The arrangements for safeguarding are effective. Staff are aware of their duties to prevent children being drawn into situations which put them at significant risk of harm. Staff carry out daily risk assessments to help ensure that potential hazards are minimised. Staff are rigorously checked to ensure that they are suitable to work with the children. Supervision and monitoring of staff performance are effective and have a positive impact on teaching. Parents are encouraged to contribute to their children's learning. Children attend regularly and benefit from the wide range of learning opportunities provided. Staff work closely with the school to ensure that children's move to the Reception year is seamless.

Quality of teaching, learning and assessment is good

The pre-school is very well resourced with high-quality toys, books and equipment which are accessible to the children. Staff make regular accurate observations of the children. They use this information to plan the next steps in children's learning, based on their individual needs and interests. Staff model language well and engage in meaningful conversations with the children. They make the most of opportunities to extend children's learning through play, discussion and group activities. There are good opportunities for children to make marks and to link letters and sounds. Children begin to recognise letters in their name. They join in with familiar stories and are developing an appreciation of books. Staff take every opportunity to promote children's mathematical skills. Children use mathematical language as they count objects, recognise shapes and identify and write numbers. They observe seasonal changes and thoroughly enjoy investigating snow.

Personal development, behaviour and welfare are good

Space is used effectively to provide a well ordered, welcoming and stimulating learning environment where children flourish. Children confidently move around the room, making choices about where they would like to play and selecting tools and materials for their chosen tasks. Staff value children's work which is displayed around the room. They teach children how to handle equipment safely and to stay safe around the setting, on the road and amid strangers. The limited outdoor space is used effectively to ensure that children are physically active on a daily basis. Children enjoy healthy snacks and staff take the opportunity to teach them about the importance of healthy eating. Children participate in activities that are related to various cultures throughout the year. For example, they paint firework pictures and write their names using Chinese characters.

Outcomes for children are good

All children make good progress from their starting points. They are highly motivated and approach all activities with enthusiasm. Children are developing the necessary skills and positive attitudes that will help them learn when they start school. They play well together, listen to each other and are developing good social skills of sharing and taking turns. Children are developing into confident, independent learners, ready for the challenges of school life.

Setting details

Unique reference number	EY481846
Local authority	Essex
Inspection number	991239
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	18
Name of registered person	April Georgina Eggleton
Registered person unique reference number	RP905633
Date of previous inspection	Not applicable
Telephone number	07941288823

Manor House Pre-school was registered in 2014. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during school term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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