

The Village Pre-School

Village Hall, High Road, North Weald, EPPING, Essex, CM16 6BU



Inspection date	7 February 2017
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

- Staff work together as an effective and enthusiastic team. They respond well to the manager's high expectations and desire to provide children with a high-quality provision.
- Staff work closely with parents to help children settle and become confident and self-assured in the pre-school. Children develop close relationships with their key person. Parents are highly complimentary about the friendly and approachable staff.
- Staff give exceptionally high priority to children's well-being. Settling-in arrangements are flexible and individual to children's and parents' needs and interests. Children are extremely confident and self-assured in the pre-school.
- Teaching is good. Staff observe and interact with children as they play. These skilful interactions extend and challenge children's learning. This means that all children are developing their communication and language skills.
- All groups of children make good progress in their learning in relation to their starting points. Key persons and the manager closely monitor their rate of progress and take swift action to address any barriers to learning.

It is not yet outstanding because:

- The manager has not yet fully established effective systems to analyse the progress different groups of children make in their learning, in order to promote outstanding outcomes for all.
- Children learn about different cultures and faiths through planned activities but have less opportunity to explore and reflect on their own backgrounds to support their sense of identity.

What the setting needs to do to improve further

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

- extend the monitoring of the progress of different groups of children to analyse what more can be done to promote outstanding outcomes for all
- extend opportunities for children to explore their own culture, faith and self-identity.

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 pre-school manager.
- The inspector held a meeting with the pre-school 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

Clair Stockings

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff undertake relevant safeguarding training at a level appropriate for their role. They are confident about the action to take if they have any concerns about the safety or welfare of a child in their care. The manager regularly evaluates the service provided to identify further areas for improvement. She recently introduced a new assessment system to aid staff in monitoring children's achievements. Staff receive good levels of support to help them improve their knowledge and skills, through ongoing training and regular supervision meetings. The pre-school supports staff in gaining further relevant qualifications to enhance their practice. Good links have been established with the local schools and other providers, helping to ensure continuity of learning and care.

Quality of teaching, learning and assessment is good

Staff play alongside children and respond well to their evolving interests. They adapt activities to enhance children's experiences and keep them engaged in learning for prolonged periods. For example, supported by attentive staff, children of all ages are keen to engage in threading beads and cotton reels onto string to create a necklace of their own design. This is one of the many ways staff support children to develop their physical skills. Staff demonstrate effective teaching skills which contribute to children's good progress in learning. They know children well and plan for their next steps in learning, based on accurate observation and assessments. Staff work closely with parents to support children who speak English as an additional language. Parents say they are well informed about what children are learning and how they can support further learning at home.

Personal development, behaviour and welfare are good

Children demonstrate that they are happy and flourish in this warm and welcoming pre-school. Staff have a good knowledge of the children in their care and go to considerable lengths to ensure their individual needs are well met. Behaviour is good, because all staff are positive role models. Their calm approach ensures that children feel highly valued. Children's independence is very well promoted from an early age and they follow good hygiene routines. Children show great confidence as they explore the stimulating environment happily and with self-assurance. New children and parents are very well supported by staff to ensure a successful settling-in period that is tailored to the needs of each child and family.

Outcomes for children are good

Children are working comfortably within the range of development expected of them, taking account of their starting points on entry to the pre-school. They are happy and confident individuals who demonstrate a strong drive to learn. Children play together well, sharing ideas and developing strong friendships with other children. They enjoy using their imaginations while acting out familiar role play scenarios. Children develop the key skills that prepare them for the next stage in their learning and eventual move on to school.

Setting details

Unique reference number	EY446990
Local authority	Essex
Inspection number	1060231
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 - 5
Total number of places	34
Number of children on roll	26
Name of registered person	Wendy Ann Wise
Registered person unique reference number	RP908501
Date of previous inspection	2 October 2012
Telephone number	07786062238

The Village Pre-School was registered in 2012. The pre-school employs 10 members of staff, five of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday and during term time only. Sessions are from 9.15am until 12.15pm. It operates a lunch club on Monday and Thursday until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language.

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