

# Canewdon Pre School and Daycare



Canewdon Endowed Primary School, High Street, Canewdon, ROCHFORD, Essex, SS4 3QA

**Inspection date** 3 March 2017  
Previous inspection date 20 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 experienced and motivated staff provide children with challenging activities that enthuse and inspire them to learn new things. The play environment is stimulating and well thought out, both indoors and outside. Children make good progress and develop the skills they need for future learning.
- The effective key-person system supports children's emotional well-being. Children are very happy and settled. They are learning to form close relationships with other children and are confident to speak with staff and visitors.
- Children behave very well. Staff are good role models for children. They are calm, polite and courteous as they join games and activities and children demonstrate these same characteristics.
- The manager and staff are reflective practitioners who demonstrate a strong commitment to bringing about changes and driving improvements forward. They take into account the views of parents and children. Parents speak highly of the support they and their children receive from the dedicated staff team.

### It is not yet outstanding because:

- Although all staff are qualified, the systems to support their ongoing professional development are not yet rigorous enough to raise the quality of their teaching to an outstanding level.
- Occasionally, the youngest children become distracted and lose concentration as staff do not fully consider their capabilities during large-group activities and routines.

## What the setting needs to do to improve further

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

- strengthen the arrangements for the professional development of staff and provide them with further opportunities that help them enhance their practice and raise their knowledge and skills to the very highest level, in order to help children to make better than good progress
- enhance opportunities for the youngest children to maintain concentration and focus on their intended learning during large-group activities and routines.

### 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 registered provider, who is also the pre-school manager.
- The inspector held discussions with the provider, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are well deployed and vigilant at all times to keep children safe. They have a secure understanding of the signs and symptoms of abuse and how to report their concerns. Robust recruitment and vetting procedures are in place. This helps to ensure staff are suitable to care for children. The manager and deputy attend professional network meetings with other early years practitioners in the locality to share expertise. This helps them to keep up to date with recent developments and new approaches in early years practice. Strong partnerships have been established with the teachers in the host school to ensure that continuity in children's learning is supported when they start full-time education.

### Quality of teaching, learning and assessment is good

Staff understand each child's needs and how they like to learn. They ask a wide range of questions and support children to voice their thoughts and ideas. Staff use available opportunities to help children to count, calculate and solve problems to promote their mathematical skills. Children explore and use their imagination during activities planned to stimulate their senses. Staff accurately assess children's achievements and identify their individual learning priorities. The manager carefully analyses and compares the progress made by different groups of children. She has started using this information to identify and close any gaps in children's learning. Partnerships with parents are friendly and supportive. Parents receive continuous information about their children's achievements. They are also given guidance about how to support their children's learning at home.

### Personal development, behaviour and welfare are good

Staff know children and their families well. Children are given good support to settle as they start at the pre-school. On entry, staff use information that they gather from parents about children's care needs and capabilities effectively. Children learn how to lead a healthy lifestyle. They enjoy nutritious snacks and follow good hygiene practices. They benefit greatly from daily fresh air and physical exercise. Children relish the opportunity to choose between indoor and outdoor play. Staff plan activities that support children's awareness of their own safety. For example, they help children to develop their balance and coordination as they walk along crates and have ample space to use equipment safely. Children take part in activities linked to traditional events and learn about festivals celebrated by others. This contributes to their growing understanding of diversity and communities beyond their own home experiences.

### Outcomes for children are good

All children make good progress and acquire skills and confidence in preparation for starting school. They enthusiastically select resources to support their interests. They confidently have a go at doing things for themselves, such as putting on and taking off their coat and shoes. Children find their own name card to register their arrival. They develop an interest in books and join staff in saying repeated phrases in stories.

## Setting details

<b>Unique reference number</b>	EY455149
<b>Local authority</b>	Essex
<b>Inspection number</b>	1066436
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Ann Jacqueline Holmes
<b>Registered person unique reference number</b>	RP904480
<b>Date of previous inspection</b>	20 June 2013
<b>Telephone number</b>	07533495522

Canewdon Pre School and Daycare was registered in 2013 and is privately owned. The pre-school employs six members of childcare staff. Of these, two staff hold an appropriate early years qualification at level 3 and three at level 2. The manager holds qualified teacher status. The pre-school opens from Monday to Friday during school term times. Sessions are between 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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