

Wethersfield Preschool

The Pavillion Playing Field, Hedingham Road, Wethersfield, Braintree, Essex, CM7 4EQ



Inspection date 20 March 2017
Previous inspection date 28 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 management and staff team has worked hard to address the actions and recommendations for improvement raised at the last inspection. The team has improved the procedures for promoting children's health and hygiene, as well as raising the quality of teaching and learning.
- The management team makes effective use of self-evaluation and accurately reflects on the practice. The new manager and staff have implemented a number of changes that have successfully improved the quality of the pre-school and outcomes for children.
- Staff have a secure knowledge of how children learn and provide a varied programme of activities and play opportunities. Accurate observation, assessment and planning for individual children help to ensure that they continue to progress well in their learning and development.
- Children who require additional help are very well supported. Staff liaise effectively with other professionals. This quickly establishes any additional support needed, based on each child's unique needs.
- Staff act as good role models, promoting the use of good manners. Children are praised when they do well, contributing towards raising their confidence and self-motivation.

It is not yet outstanding because:

- Occasionally, staff do not use opportunities to ask questions that test out and challenge children's thinking, to further enhance their learning.
- Staff do not consistently seek precise information from parents about children's learning and development before they start at the pre-school.

What the setting needs to do to improve further

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

- provide more opportunities to challenge children's thinking skills to help extend their learning even further
- extend the range of information sought from parents when children start at the pre-school and establish an in-depth understanding of children's starting points.

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. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to one parent during the inspection and took account of their views. The inspector also took account of parents' views through written feedback provided.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management and staff understand the correct safeguarding procedures to follow should they have concerns about a child's welfare. Thorough recruitment procedures ensure that staff are suitable to work with children. Staff understand and implement rigorous policies to keep children safe. They are vigilant in their supervision of children and take steps to minimise potential dangers to children and staff. The manager uses regular staff meetings and supervision sessions to monitor staff practice. The manager monitors children's progress well and strategies are put in place to ensure that all children are achieving. Partnerships with external agencies and schools are strong. Staff work closely with parents, who are very complimentary about the setting and staff team. Information is regularly shared, supporting continuity in children's care and learning needs.

Quality of teaching, learning and assessment is good

Children benefit from the effective balance of adult-led and child-initiated play. Children have access to interesting spaces, resources, tools, toys and equipment that help promote investigative, exploratory and imaginative play. Children develop their language skills when they retell their favourite stories and learn to sequence events. They have fun as they dress up and role play. Children are inquisitive and explore what happens when they press buttons on electronic equipment or shake and tap musical instruments. They develop their small-muscle skills when they observe the marks that they make as they paint or use tools to manipulate dough. Children are given good opportunities to develop their literacy skills. For example, books are used throughout the setting to help children explore different ideas as they play.

Personal development, behaviour and welfare are good

Children's emotional well-being is successfully promoted because staff create a friendly, welcoming and stimulating environment. Children form positive relationships with staff, contributing to them being happy, settled and content. Staff continually provide children with praise and encouragement, helping them to feel valued and respected. Children are active and develop good physical skills. They competently climb, run around and ride bicycles, manipulating direction and speed. Children understand about managing risks and keeping themselves safe. Children learn about the importance of a healthy lifestyle through the activities and routines.

Outcomes for children are good

Children are making good progress in their learning and development. They are enthusiastic and active learners who explore their environment and enjoy learning. Children develop the skills they require in readiness for school. Their early mathematical skills are promoted well. Staff encourage children to measure, compare and count as they play. They listen with interest at group activities, demonstrating their understanding by responding well to comments and questions asked by the staff.

Setting details

Unique reference number	404874
Local authority	Essex
Inspection number	1055862
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	26
Number of children on roll	24
Name of registered person	Wethersfield Preschool Committee
Registered person unique reference number	RP521138
Date of previous inspection	28 June 2016
Telephone number	07935 771835

Wethersfield Preschool was registered in 1984 and is run by a committee. The pre-school employs four members of childcare staff, all of whom hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday during school term times. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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