

# Myland Pre-School CIC

Myland Parish Halls, Mile End Road, COLCHESTER, Essex, CO4 5DY



## Inspection date

6 November 2017

Previous inspection date

11 February 2014

<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

- Staff make effective use of observation and assessments. They draw on the expertise of outside professionals, which helps them to plan effective support for individual children. All children, including those who have special educational needs and/or disabilities, make good progress.
- Teaching is good. Staff provide a broad range of interesting and stimulating activities and children are motivated and enthusiastic to join in.
- Staff recognise the uniqueness of each child. A good key-person system enhances relationships with children and their families. Children develop a sense of security and build trusting relationships with the staff. This means children settle quickly and their emotional well-being is well supported.
- The manager includes the views of children, staff, other professionals and parents when evaluating practice to continue to make improvements that benefit children.

### It is not yet outstanding because:

- Occasionally staff do things for children that they are able to do for themselves.
- Professional development is not yet precisely focused to offer all staff the opportunity to develop their skills to the highest standard.

## What the setting needs to do to improve further

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

- provide further opportunities for children to develop their independence
- strengthen the arrangements for professional development to support all staff to raise their practice to the highest level.

### 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 a number of parents during the inspection and took account of their views.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are confident in their knowledge of the possible signs and symptoms of abuse. They fully understand the procedure to follow should they have concerns about a child in their care. The manager and staff accurately track and monitor children's progress. This helps them to highlight gaps in learning and ensure children receive the support required so they continue to make good progress. The manager provides strong leadership for the staff. She works alongside the staff and she is starting to consider more robust ways to supervise and manage staff performance. Staff are committed to working together with parents. Parents report that they are very happy with the service provided and that their children are happy.

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

Staff have a good understanding of how children learn and develop. They carefully organise the environment to provide children with purposeful play experiences. Children confidently move around and select activities they would like to do next. Staff get down to the children's level and interact purposefully as they play alongside each other. They engage children in meaningful conversations and skilfully ask questions to build on what they already know. This supports children's communication skills. Staff provide sensory play opportunities for children, which they thoroughly enjoy. For example, they use soil to pretend to make cakes, using little pots and a variety of kitchen tools to stir and scoop.

### Personal development, behaviour and welfare are good

Staff are friendly, approachable and settle children well. Children play happily and are comfortable and confident in their environment. The key-person system is implemented well. Each child has a named adult who takes responsibility for their care and learning needs. Behaviour throughout the pre-school is good. Staff are calm and consistent role models. They praise children to recognise their efforts and this helps raise children's confidence and self-esteem. Children learn about eating healthy snacks and have daily access to outdoor learning to support their healthy lifestyles.

### Outcomes for children are good

Children make good progress in their learning and development. They are working comfortably within the expected range of development for their age. They develop their creative skills well. For example, they enjoy mixing the paints to create firework pictures. Children learn early mathematical skills. For example, they enjoy counting the dots on the dice during a group game. Children develop the key skills needed for their move on to school.

## Setting details

<b>Unique reference number</b>	EY462427
<b>Local authority</b>	Essex
<b>Inspection number</b>	1088148
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Myland Pre-School CIC
<b>Registered person unique reference number</b>	RP908386
<b>Date of previous inspection</b>	11 February 2014
<b>Telephone number</b>	07952 548 335

Myland Pre-School CIC registered in 2013. The pre-school employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and 10 members of staff hold a qualification at level 3. The pre-school operates Monday, Tuesday, Wednesday and Friday. Sessions are from 9am until 3.30pm and 9am until midday on a Wednesday.

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