

Old Heath Community Pre-School



Old Heath CP School, Old Heath Road, Colchester, Essex, CO2 8DD

Inspection date	1 December 2017
Previous inspection date	4 July 2013

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

- The manager purposefully monitors the progress of different groups and individual children. This information is used effectively to plan interesting activities that extend and challenge children's thinking skills.
- Strong links with the host school help to ensure that children experience a seamless transition when it is time to move on to school. Children regularly visit the school. This helps them to feel emotionally prepared for the next stage in their learning.
- Partnership working with parents and other professionals, to promote children's welfare and development, is very strong and a particular strength of the pre-school. The manager works hard to ensure tailored intervention is provided for children and their families who require additional support.
- The effective key-person system helps children to form positive attachments and to develop a secure sense of belonging. This is particularly reassuring when children are new to the pre-school and this helps them to feel at ease when settling-in.
- The well-resourced garden area is used to good effect to enhance the experiences of children who prefer to learn outdoors. For example, children enjoy stamping their feet in rain puddles and using brooms to sweep the water around.

It is not yet outstanding because:

- Systems for the ongoing monitoring of staff practice are not meticulously focused on raising the quality of their teaching to an outstanding level.

What the setting needs to do to improve further

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

- focus more sharply on helping staff to develop their teaching skills 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 to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and administrator. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views expressed in written testimonials.

Inspector

Sarah Clements

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are confident in their knowledge of the indicators which may give them cause for concern about a child's welfare. For example, staff have completed relevant training to help them to understand how to identify any children who may be at risk of being exposed to extreme views or behaviours. The manager works closely with the staff, children and parents to gain their views. This helps to strengthen the pre-school's self-evaluation. Children's access to resources is often monitored to help plan improvements to the learning the environment. For example, the layout of furniture is reorganised to increase scope for children to access a wider range of resources independently. Staff exchange detailed information with local schools and other professionals. This helps to promote the strong continuity in children's care and learning, particularly for children who have special educational needs (SEN) and/or disabilities.

Quality of teaching, learning and assessment is good

Staff engage the youngest children well, including during group activities. For example, they skilfully repeat information to clarify new ideas and introduce puppets and actions to make stories more interactive. Children are provided with interesting props that help them to bring their imaginative ideas to life. For example, boys delight in exploring their interest in superhero-themed play using blankets and torches. Staff plan good opportunities for children to learn about space, shape and measures. For example, they model the use of mathematical language and guide children in learning how to order different shapes by size. Children are keen to learn outdoors and make good use of the additional space for developing their physical skills.

Personal development, behaviour and welfare are good

The staff demonstrate an attentive and caring approach. This helps children to feel relaxed and at ease with making choices and tackling new experiences. Staff make good use of pictures and simple sign language to help children who have SEN and/or disabilities to express their personal preferences. Children learn how to cooperate well with others. They are frequently praised for their achievements and staff work together to provide children with consistent expectations for behaviour. Children learn to make healthy choices and mealtimes are a positive and social experience. For example, children talk with staff and each other about healthy food and staff encourage them to feel more confident in trying new foods.

Outcomes for children are good

Children make good progress in all areas of their development. This includes children who are in receipt of additional funding and children who have SEN and/or disabilities. Children are independent and explore their surroundings freely as they pursue their own interests. They confidently manage their own personal care skills, such as putting on their own coats and boots before playing outdoors. Children gain the skills they need for their eventual move on to school. For example, they competently recognise their name in print and develop a strong enjoyment of books and retelling stories.

Setting details

Unique reference number	EY245345
Local authority	Essex
Inspection number	1064375
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	20
Number of children on roll	33
Name of registered person	Old Heath Community Pre-School Ltd
Registered person unique reference number	RP523554
Date of previous inspection	4 July 2013
Telephone number	01206 226166

Old Heath Community Pre-School registered in 2003. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The pre-school also employs an administrator. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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