

Marlborough Pre-School

Cranham Community Centre, Marlborough Gardens, Cranham, Essex, RM14 1SR



Inspection date

8 January 2018

Previous inspection date

2 June 2015

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 establish effective care practices and routines. Children's physical and emotional well-being are promoted very well. They are confident, self-assured and thoroughly enjoy their time at the pre-school.
- A well-qualified and established staff team supports children's learning well and enables them to gain the skills and aptitudes they need to be ready to learn at school.
- Staff establish good relationships with parents. They include them in their children's learning and value their feedback and suggestions. Parents are very complimentary about the pre-school and the support they receive.
- Staff demonstrate good teaching skills and they support children well. Children make good progress in their learning. Staff repeat back the correct pronunciations of words and children demonstrate a firm understanding of sounds and the letters they represent.
- The manager and staff strive to deliver the highest-quality provision for children and their families. They identify areas to develop further effectively. They set improvement plans and implement changes to achieve goals, and to continue raising standards.

It is not yet outstanding because:

- Whole-group activities do not consistently engage all children and some quickly lose interest and start to become distracted.
- Assessments of children's progress are not consistently as precise as they could be to further enhance children's learning and development.

What the setting needs to do to improve further

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

- review the organisation of whole-group activities to enhance all children's engagement
- strengthen the systems for observations and assessments to enrich children's learning even further.

Inspection activities

- The inspector observed staff interactions with children during a range of activities indoors and outdoors.
- The inspector spoke with the manager, staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector sampled a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a robust understanding of how to recognise the signs and symptoms of abuse and neglect. They know the procedures to follow if they are worried about a child's safety or welfare. The manager monitors staff practice and children's progress effectively. She observes staff and gives constructive feedback on the quality of their teaching. She encourages her staff to take lead roles and develop and share their skills. Staff are keen to keep their knowledge up to date and extend their skills further. They attend regular training, such as sign language courses to enable them to support children with speech delay and/or those who speak English as an additional language. The manager works in close partnership with the local authority and other professionals to develop the provision further.

Quality of teaching, learning and assessment is good

Staff are skilled at spontaneously differentiating activities to meet the different ages and abilities of children. For example, they work with children individually to help them to learn about how stories are structured. Children retell stories from pictures and prompts and sequence cards to identify the beginning, middle and end. Other children sit in a group and learn about how their bodies work. They feel for the beat of their hearts, run on the spot and then feel their hearts beat faster after exercise. Staff use activities well to introduce writing skills. For instance, they encourage children to hold a paintbrush correctly to strengthen their fingers ready for holding a pencil and write their names on their artwork independently.

Personal development, behaviour and welfare are good

Staff get to know children and their families extremely well. This enables them to help children settle quickly and feel secure. Staff provide opportunities for children to learn about their local community and people who help them. For example, a paramedic visited on the day of the inspection to talk to the children about how to keep safe and how to raise the alarm in an emergency by calling 999. Children are confident and eagerly share their experiences from home and offer their ideas. Staff are positive role models for children and manage behaviour well. They encourage children to use good manners. Children are polite and friendly and learn to be tolerant, respectful and kind. They relish the good praise and encouragement from the staff as they proudly hang their names onto the 'sunshine tree' to indicate their 'wow' moments.

Outcomes for children are good

All children make good progress from their individual starting points, including those who have special educational needs (SEN) and/or disabilities. They develop the skills and attitudes they need for their eventual move on to school. Children learn about number, shape and size through daily activities such as singing favourite songs and identifying the number nine to call the emergency services. They are confident communicators who are eager to demonstrate what they know and can do.

Setting details

Unique reference number	EY265517
Local authority	Havering
Inspection number	1091751
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	37
Number of children on roll	60
Name of registered person	Marlborough Pre-School
Registered person unique reference number	RP521526
Date of previous inspection	2 June 2015
Telephone number	01708 220 941

Marlborough Pre-School registered in 2003. It employs 11 members of childcare staff, of whom, eight hold appropriate early years qualifications, including one who holds qualified teacher status. The pre-school opens on Monday to Friday from 9am to midday, and on Monday, Wednesday and Thursday afternoon from midday to 3pm, during term time only. The provider is in receipt of funding for the provision of early education for two-, three- and four-year-old children.

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