

Aveley Pre School

Aveley Children's Centre, Stifford Road, Aveley, SOUTH OCKENDON, Essex, RM15 4AA



Inspection date	1 February 2018
Previous inspection date	19 June 2014

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 managers are passionate about providing a high-quality service. They actively reflect on the service provided and seek the views of parents and children to drive further improvements.
- Staff place a high priority on enhancing children's communication and language skills. For instance, staff encourage children to join in with favourite songs and rhymes throughout the day.
- Staff are positive role models. They teach children to be kind to each other and show respect. Children are extremely well mannered and behave very well.
- The managers and staff work extremely well with other professionals to support children who have additional needs, and to help all children to be ready for school.
- Staff work closely with parents to help children make good progress from the start. Staff get to know the children and their families well. Parents are valued as equal partners, sharing the care and learning of their children.

It is not yet outstanding because:

- The organisation of some routines, such as preparation for going outside, mean that children have to wait too long and become restless.
- The supervision arrangements to monitor the quality of teaching and evaluate staff practice do not focus sufficiently on raising the quality of teaching to the highest levels.

What the setting needs to do to improve further

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

- review and improve the planning of the routine to maximise children's engagement and enjoyment in their learning
- build on the current arrangements for the performance management of staff so that these focus more specifically on raising the quality of teaching to a consistently high 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 children and staff during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and checked the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Tracey Dawson

Inspection findings

Effectiveness of the leadership and management is good

The managers work closely with their motivated team and together they provide good care and learning opportunities for children. Safeguarding is effective. All staff have a good understanding of their roles and responsibilities in promoting children's welfare. The managers monitor children's development well and have an overview of the progress that each child makes, as well as monitoring the progress of different groups of children. Any gaps in learning are planned for and all children make good progress. The manager monitors children's absences and staff promote good attendance. Staff attend a range of training that has a positive effect on their skills. For example, recent speech and language training has led to greater staff confidence in supporting children's language development. Staff work very closely with parents, school staff and other professionals to meet all children's needs. Parents speak very highly of the care and education their children receive.

Quality of teaching, learning and assessment is good

Children participate in a stimulating range of planned experiences that engages their natural curiosity. For example, children are encouraged to use large tweezers to pick numbers out of a tray of dried rice. The children confidently write the numbers they find. Children use their imagination well as they prepare a picnic in the home corner. Language development is also promoted well as children take part in small-group activities, such as singing, to increase their vocabulary. Staff observe children and monitor the progress they make. Gaps in learning are addressed through planned activities. For example, children thread small circles onto pipe cleaners to aid their physical development.

Personal development, behaviour and welfare are good

Children are welcomed into a well-resourced pre-school where they can safely explore, both indoors and outside. They understand rules that help them to keep safe. Children play well together and are developing friendships. Staff and children go through the pre-school rules at the start of the session and staff celebrate children's good behaviour at circle time. Children's physical skills are promoted well as they climb, balance and lift logs to find mini-beasts. Snack time is a social occasion, as staff sit with the children and engage in lively conversation. For example, children share with staff what activities they have done at home. Children learn about healthy choices and good hygiene practices. For instance, they wash their own hands before snack.

Outcomes for children are good

All children at the pre-school are gaining the skills they need for the next stage in their learning. Children are confident, sociable and becoming independent. Children join in with familiar songs, discuss the weather and the days of the week and the older children write their names on their pictures. Children are familiar with the expectations of the pre-school. For example, all children help to tidy up before snack.

Setting details

Unique reference number	401544
Local authority	Thurrock
Inspection number	1087825
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	51
Name of registered person	Linda May Mills
Registered person unique reference number	RP513402
Date of previous inspection	19 June 2014
Telephone number	01708 864747

Aveley Pre School registered on this site in 2006. The pre-school opens five days a week. Sessions are from 9am until midday and from 12.30pm to 3.30pm during school term times. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school employs 10 members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 4, six staff hold appropriate early years qualifications at level 3 and the manager holds early years professional status and a degree in early years studies.

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