

# Great Tey Pre-School

Great Tey Village Hall, Chappel Road, Great Tey, COLCHESTER, CO6 1JQ



## Inspection date

7 March 2018

Previous inspection date

13 January 2015

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The excellent organisation of resources helps the youngest children to manage tasks with superb levels of independence, such as pouring drinks, choosing healthy foods and washing plates. This helps to stand them in excellent stead for their eventual move on to school.
- There is an effective two-way exchange of information with health professionals, local schools and other early years providers involved in the children's lives. This helps children benefit from strong continuity in their care and education.
- Children make good progress from their starting points. Staff successfully involve parents in their children's learning, and systems to share information are extremely effective. For example, parents routinely inform staff of children's learning at home, which staff use very well in children's assessments and planning for their next steps.
- Leadership is strong. The manager is well qualified and effective in leading the knowledgeable, enthusiastic and dedicated staff team. Robust supervisory meetings help staff to plan for their continued professional development. Rigorous self-evaluation motivates their positive drive towards achieving the highest-quality provision for children.

### It is not yet outstanding because:

- Staff do not always plan meticulously enough to respond to the differing levels of engagement of younger children that encourages their involvement and deepens their thinking skills during some adult-led group activities.

## What the setting needs to do to improve further

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

- enhance younger children's engagement in some adult-led activities and extend their ability to concentrate and participate even more actively in the experiences.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to a member of the pre-school committee and held a meeting with the pre-school manager and deputy manager. She looked at relevant documentation including evidence of the suitability of staff and committee members.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Training and discussion about safeguarding issues is prioritised by the whole team. This helps to ensure staff remain alert to the different indicators that suggest a child may be suffering from harm. Staff know, which agencies they need to refer concerns to, including any worries about the conduct of a colleague. The manager monitors closely how well both, individual and different groups of children achieve in their learning. This helps identify trends in children's learning and effective planning is implemented to help close any gaps. For example, effective action plans are in place to enhance opportunities for children to extend their mathematical ideas and thinking.

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

Staff engage well with children and respond effectively to their interests. For example, staff ask children questions about their dough models and encourage them to describe the textures and shapes. This helps extend children's communication and language skills. Staff use effective teaching to support children with special educational needs (SEN) and/or disabilities. For example, they follow well-structured routines and repeat familiar activities with children with SEN and/or disabilities to strengthen their concentration skills and understanding of instructions. There are particularly good opportunities for children to develop physically and learn how to manage risks. For example, boys who enjoy learning outdoors are provided with empty crates and planks of wood, which helps them to experiment with lifting, climbing, stacking and balancing.

### Personal development, behaviour and welfare are outstanding

Children have a highly nurturing settling-in experience and develop an excellent bond with their key person. Staff take time to tailor the provision to meet children's individual care needs. For example, parents explain that staff 'go the extra mile' to plan for their children's specific dietary needs. Staff are highly skilled in motivating children to behave exceptionally well. They place an unquestionable focus on providing children with clear and consistent messages about how to play safely and kindly together. For example, children diligently follow guidance from staff and adhere to safety boundaries to help them avoid obstacles when using toys in the garden. Staff are skilful in ensuring children's self-esteem and sense of achievement are constantly boosted. For example, children delight in telling their parents they have progressed to the next carriage on the pre-school's 'positive achievement train' after trying really hard and sharing well.

### Outcomes for children are good

All children acquire a range of skills in readiness for their eventual move on to school. They are confident communicators and express their ideas with good clarity. Children make decisions readily and demonstrate great levels of resilience when working through minor disagreements together. All children, including those in receipt of additional funding, make good progress in their early literacy skills. For example, they confidently find their name on a printed card and use this as a guide when learning to write their name.

## Setting details

<b>Unique reference number</b>	402130
<b>Local authority</b>	Essex
<b>Inspection number</b>	1091009
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Great Tey Pre-School Committee
<b>Registered person unique reference number</b>	RP907473
<b>Date of previous inspection</b>	13 January 2015
<b>Telephone number</b>	07712967081

Great Tey Pre-School registered in 2003. The pre-school employs seven members of childcare staff. Of these, six hold a relevant early years qualification at level 3 or level 5. The pre-school opens Monday to Friday during term time. Sessions are from 9am to 2.45pm on Monday and Thursday, 9am to 2.30pm on Tuesday and 9am to 1pm on Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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