

Nelmes Pre-School

United Reformed Church, Nelmes Road, Hornchurch, Essex, RM11 3JA



Inspection date

15 March 2018

Previous inspection date

20 September 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have an excellent commitment to involving every parent in all parts of their children's learning. They give them an abundance of information to enable parents to successfully guide their children's learning at home. Parents rate the pre-school extremely highly in their feedback.
- Children's behaviour is impeccable. They have great regard for the rules of the pre-school. Children play collaboratively together and respect each other's views.
- The provider precisely identifies programmes of professional development for staff. This has a significantly positive impact on teaching and learning.
- The quality of the resources is outstanding. Staff expertly use them to great effect to complement and enhance children's already first-rate knowledge and skills.
- Children are exceptionally well prepared for their move to school. Staff evaluate children's progress with teachers at the local school to help ensure children start school with all the skills they need, including outstanding independence and social skills.
- Staff have an exceptionally strong commitment to working with other professionals. This benefits children greatly because staff use the advice of other agencies to help narrow gaps in children's learning rapidly.
- Teaching is inspirational. Staff support every child to achieve the best possible outcomes, including the most and less able children.

What the setting needs to do to improve further

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

- enhance the already outstanding teaching to build even further on children's ability to recognise their own achievements and abilities and monitor the impact of this on children's outcomes.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. He completed a joint observation with the provider.
- The inspector spoke with staff and children during the inspection. He spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the provider, who is also the manager and designated safeguarding lead. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector had a tour of the premises. He discussed health and safety procedures with staff.
- The inspector discussed self-evaluation, staff professional development and performance management with the provider.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The provider has created a very strong culture of promoting children's welfare. All staff have an in-depth knowledge of the safeguarding procedures. The provider ensures staff attend a detailed range of training to help them understand their roles of how to keep children safe. Children feel safe in this secure pre-school. For example, they feel confident to take risks on physical equipment because staff teach them how to manage risks in detail. Over time, the provider has scrutinised every aspect of staff's practice through highly effective performance management systems. She has used knowledge from training to implement new ways of working that have enabled staff to improve their teaching rapidly and become highly responsive to children needs. Monitoring of children's learning is highly effective. Staff successfully accelerate the progress of groups of children. For example, they have changed the resources in the garden to increase further boys' outstanding progress in mathematics. For example, in the garden, boys can order pipes by length and sort them by their diameter.

Quality of teaching, learning and assessment is outstanding

Staff use their high-quality observations of children's learning to respond instantly to children's next steps and to support them to make outstanding progress. They adapt their teaching precisely. For example, they use teaching strategies used at the local school, such as reading schemes, to further the most able children's achievements to an even higher level in reading. Staff use additional funding that the pre-school receives for some children in a targeted way to help narrow any gaps that children have in their learning. For instance, they purchase resources to help children excel in their number skills, such as counting the total number of objects from two or more groups.

Personal development, behaviour and welfare are outstanding

The standard of care that staff provide to children is outstanding. The promotion of children's health and well-being is excellent. Staff give children lots of praise to help maintain their exceptionally high level of self-esteem. Occasionally, their praise is not always meaningful to help children recognise their own achievements and build on these further. Staff carefully monitor how children learn to help shape their teaching even further. They use highly enthusiastic teaching strategies at whole-group times. This enables children as young as two years old to participate fully, not become distracted and learn new skills rapidly, such as linking sounds to letters.

Outcomes for children are outstanding

All children make outstanding progress from their starting points, including those who have special educational needs and/or disabilities. Children are keen learners. For example, they eagerly learn about different life cycles. They use the array of resources available to develop a highly secure understanding of the world, such as observing real chicken eggs waiting to hatch. Children have outstanding communication skills. They use an exceptional range vocabulary in their play.

Setting details

Unique reference number	EY460290
Local authority	Havering
Inspection number	1063394
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	30
Number of children on roll	69
Name of registered person	Cheryl Anne Kelly
Registered person unique reference number	RP906712
Date of previous inspection	20 September 2013
Telephone number	01708 479 613

Nelmes Pre-School registered in 2013. The pre-school is open from Monday to Friday, from 9am to 3pm, during term time only. It employs nine members of staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one with a level 5 and one with a degree. The pre-school receives funding to provide free early education for children aged two, three and four years old.

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