

Stondon Massey Pre-School



Remembrance Hall, Blackmore Road, Stondon Massey, Brentwood, Essex, CM15 0DT

Inspection date 28 March 2018
Previous inspection date 1 May 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 provide children with plenty of opportunities to develop their understanding of simple mathematics. For example, they talk to them about the shapes they can see and how tall their tower is getting. Staff help children to learn numbers in context. They hold up their hands and encourage children to count how many fingers they have. Children make good progress in their learning.
- Staff deployment is effective, which ensures that children are provided with good levels of supervision and support. Children develop strong bonds with the provider and her staff team. They turn to them for support when required.
- Parents' feedback demonstrates their satisfaction with the service provided. They talk about how the provider and her staff care about the children and are friendly and warm. Parents describe how well their children settled in and that their opinions are valued.
- Children are keen to take part in conversations that interest them. Staff support them to learn how to listen to others and when it is their turn to speak. This helps to promote their communication and social skills well.

It is not yet outstanding because:

- The current system of performance management review is not robust enough to fully support all staff in consistently raising their teaching and practice to a higher level.
- Staff to not consistently make the most effective use of assessments to focus precisely on what children need to do next to help them make even better progress.

What the setting needs to do to improve further

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

- extend performance management processes for staff that focus more specifically on developing an expert knowledge of teaching and learning
- make more effective use of assessments to inform planning and increase the potential for children to make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the provider.
- The inspector held a number of discussions with the provider, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the provider and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion provided at inspection.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff show a good understanding of child protection issues. They are aware of what to do if they have any concerns in regard to a child's well-being, including how to implement the whistle-blowing procedure. The provider ensures that risk assessments are carried out regularly in areas used by children. Daily checks, before children arrive, ensure that identified safety measures are implemented. Effective procedures are used to recruit and induct staff. The provider evaluates the quality of the provision through listening to the views of parents, children and staff. This helps her to identify and action areas for improvement.

Quality of teaching, learning and assessment is good

Children develop close friendships. They have fun taking part in imaginary games that reflect their observations of the world around them. Children invite others to join in with their games. They are delighted when a member of staff accepts their invitation to 'come for dinner'. Children busily move around the playhouse as they prepare and cook pretend food using a wok and kitchen utensils. Staff use this opportunity to engage children in a lively conversation about the different types of play foods they are using. Staff promote children's creativity during activities. For example, the children choose how to decorate their model dinosaur made from an egg box. They show an awareness of similarities and differences, such as a large and small circle that a member of staff is proposing to use as eyes on her creation. Staff encourage children to build the small muscles in their hands. They have fun learning how to use scissors as they repeatedly cut into dough to make pretend dinosaur bones.

Personal development, behaviour and welfare are good

Children are well behaved. They are supported by staff to learn about what is acceptable behaviour. Young children respond well to gentle reminders and distraction, and older children are able to work out their differences with little support. Staff provide children with good levels of praise and encouragement, which helps to promote their self-esteem. Children show high levels of confidence. They give staff clear instructions during activities and make plenty of decisions as they lead play and learning. Children learn about safety as they play. They engage in conversations with staff about touching hot food and being very careful when cutting fruit. Children enjoy time playing outside in all weather conditions. Children describe the balanced range of snacks, including fresh fruit and vegetables, as 'yummy'.

Outcomes for children are good

Children make good progress. They are developing the key skills needed for their next stage in learning and eventual move to school. Children show that they are developing good physical skills as they competently use large play equipment outdoors. They demonstrate that they understand and are able to follow complex instructions well. Older children recognise some letters and are beginning to write their name on their work.

Setting details

Unique reference number	EY294319
Local authority	Essex
Inspection number	1092112
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	32
Name of registered person	Sarah-Jane Wallace
Registered person unique reference number	RP909565
Date of previous inspection	1 May 2015
Telephone number	01277 824181

Stondon Massey Pre-School registered in 2004. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm on Monday, Wednesday and Thursday and from 9.15am to 2.45pm on Tuesday and Friday.

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