

# Coopersale Pre-School

Institute Hall, Institute Road, Coopersale, EPPING, Essex, CM16 7QY



## Inspection date

28 March 2018

Previous inspection date

15 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 plan interesting activities that engage and challenge children effectively. Children make good progress and develop the skills they need for future learning.
- Children show that they feel safe and emotionally secure. They arrive happy, keen to join their friends and eager to learn new things.
- Partnerships with parents are very good. Staff keep parents updated about all aspects of their children's care and learning. They suggest ideas and provide resources to help parents support their children's learning at home.
- Children behave well and learn good manners. Staff are positive role models and reinforce the clear rules and boundaries to support children's emotional well-being.
- Staff have established strong partnerships with other professionals. They share information with teachers when children are ready to move to school. These close links help to support continuity in care and learning.

### It is not yet outstanding because:

- The provider, who also acts as the manager, has not fully implemented effective ways to monitor staff performance, to raise the quality of teaching to the highest level.
- Although assessment of individual children is good, the provider has not yet established a successful system to review the progress of different groups of 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 existing arrangements for performance management to ensure that all staff continue to build on their expertise and teaching skills
- focus more precisely on comparing the progress made by different groups of children and identify any variations to help all children progress to the highest levels.

### Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the provider and viewed a sample of the children's development records.
- The inspector held discussions with the provider, staff and children.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff and volunteers complete checks through the Disclosure and Barring Service and their ongoing suitability is checked during appraisal meetings. The provider ensures that staff keep their knowledge of child protection up to date. Staff complete safeguarding and first-aid training at regular intervals. This means they know how to refer any concerns they might have about a child in their care and can deal with minor injuries. Staff also complete other online training courses to build on the level of their qualifications. The provider evaluates the provision and identifies ongoing improvements by speaking to staff and gathering information from parents. For example, the provider is keen to extend outdoor learning and has plans to enhance the outdoor spaces this year.

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

Staff understand how young children learn. Information about children's achievements and development is shared in detail with parents. Staff meet with the provider for weekly team meetings to ensure that planned activities are in tune with children's interests and capabilities. Staff and children take part in animated conversations. Children confidently share information about their interests and events from home. They are inquisitive, enthusiastic and show an enjoyment of songs and action rhymes. Children develop their vocabulary as they talk about stories or find out about insects. They show good levels of concentration and perseverance as they complete puzzles, make decorations and paint models to celebrate Easter.

### Personal development, behaviour and welfare are good

Children are confident and demonstrate a good understanding of their routines. The key-person system is organised effectively and the younger children quickly learn to make independent choices in their play. For example, they select their favourite books and enjoy listening to stories read by their key person. Children understand how to look after books and take care of resources. They show good levels of independence as they serve their own food, try on dressing up clothes and manage their personal hygiene needs. Older children talk about the importance of washing hands before eating to remove any germs. Children learn to appreciate each other's differences and similarities. They show respect, kindness and listen carefully when others speak.

### Outcomes for children are good

Children make good progress from their starting points. They gain a variety of skills in preparation for starting school and the next stage in their learning. Children are sociable, talkative and develop good friendships with their peers. They confidently share their ideas and opinions. Older children confidently count up to 10 and beyond as they play. They begin to recognise sounds and letters and learn to write their own names.

## Setting details

<b>Unique reference number</b>	204043
<b>Local authority</b>	Essex
<b>Inspection number</b>	1133408
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Catherine Jane Kemp
<b>Registered person unique reference number</b>	RP513316
<b>Date of previous inspection</b>	15 January 2015
<b>Telephone number</b>	07743 595892

Coopersale Pre-School registered in 2000. The pre-school employs five members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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