

# Alresford Pre-School

Alresford Primary School, Ford Lane, Alresford, Colchester, Essex, CO7 8AU



<b>Inspection date</b>	26 April 2018
Previous inspection date	18 November 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- There is a strong focus on ensuring parents are kept up to date with their children's progress and current learning priorities. Staff provide parents with an array of ideas and suggestions, which helps them to continue to enhance their children's learning and behaviour at home.
- Older children actively develop their early reading skills in preparation for school. For example, staff skilfully make the most of opportunities for children to hear and say the sounds that letters represent during group story times and incidental discussions.
- Carefully tailored support is provided for children who have specific medical needs. Staff continuously exchange information with parents and healthcare professionals, which helps to inform the precise care and intervention provided for children.
- The management and staff show a strong commitment to keeping children safe and secure. They are particularly mindful to deploy themselves flexibly to help to ensure children benefit from good levels of direct support and attention at all times.

### It is not yet outstanding because:

- Staff do not consistently make the most of opportunities to heighten children's awareness of how to use equipment safely, particularly when playing outdoors.
- Although the manager has introduced a system to monitor the progress that different groups of children are making, this is not fully embedded.

## What the setting needs to do to improve further

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

- enhance opportunities for children to purposefully learn how to keep themselves safe, particularly when moving and handling equipment in the outdoor environment
- monitor the progress of different groups of children more precisely to help all children to make as much progress as possible.

### 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 held meetings with the pre-school manager and a member of the management committee. She looked at relevant documentation and evidence of the suitability of staff and committee members.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to some parents and grandparents during the inspection and took account of their views expressed in written questionnaires.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are fully alert to the signs that may give rise to them having a concern about a child's welfare. They share a professional approach to reporting any concerns to relevant child protection agencies, including any allegations made against their colleagues. This helps to ensure children are well protected from harm. Staff undergo rigorous checks before they are recruited and ongoing performance management helps to ensure they remain suitable to be in contact with children. Staff, children and parents have good opportunities to express their views and contribute to the self-evaluation process. The management is keen to support the professional development of staff, which helps to enhance their knowledge. For example, staff undertake training to gather new ideas to promote children's mathematical skills.

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

Staff make effective use of assessment to help to develop a secure understanding of each child's individual learning needs. Staff regularly review and add new resources according to children's interests, which helps to stimulate and enhance their learning. Staff engage children in thought-provoking conversations and make effective use of questioning to help to extend children's communication and language skills. They encourage children to make strong connections in their learning. For example, when children talk about moving their fingers 'like a worm', staff prompt them to recall their experience of finding a slug in the pre-school garden. Children enjoy coming together to listen to stories and sing rhymes. Staff are enthusiastic and animated when reading to children, which helps the youngest children to develop their concentration levels.

### Personal development, behaviour and welfare are good

Children share a very secure relationship with their key person. They settle quickly and develop a strong sense of belonging at the pre-school. Staff support children effectively in learning how to behave well and be respectful towards others. Staff join with children during mealtimes, which helps children to benefit from an enjoyable social experience. Staff are mindful to pass on important information to parents, such as details of accidents and how well children have eaten. This helps to promote good continuity in children's health and well-being. Children have meaningful opportunities to meet Reception class teachers and they listen to stories based around school themes. This helps them to look forward to school and prepares them well emotionally for their future learning.

### Outcomes for children are good

Children learn to explore, be curious and investigate their surroundings. They gain the necessary skills and positive attitudes to prepare them well for the next stage in their learning. Children show a strong awareness of numbers and often notice differences in the shape and size of objects in the environment. For example, they use a tape measure to compare twigs of different lengths and accurately use mathematical language, such as 'longer' and 'shorter'. Older children are developing good literacy skills. They learn that print carries meaning and enjoy making marks on paper to represent a treasure map.

## Setting details

<b>Unique reference number</b>	EY480293
<b>Local authority</b>	Essex
<b>Inspection number</b>	1134883
<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>	21
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Alresford Pre-School
<b>Registered person unique reference number</b>	RP533869
<b>Date of previous inspection</b>	18 November 2015
<b>Telephone number</b>	077241 24223

Alresford Pre-School registered in 2014. It is situated within the grounds of Alresford Primary School in Alresford, Essex. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Thursday, during term time. Sessions are from 8.45am until 3.15pm on Monday, Wednesday and Thursday and from 8.45am until 12.30pm on Tuesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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