

Spinney Pre-School

The Spinney Infant School, Cooks Spinney, HARLOW, Essex, CM20 3BW



Inspection date	7 June 2018
Previous inspection date	2 October 2014

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

- The manager gathers the views and thoughts of staff and parents when evaluating the overall effectiveness of the pre-school. Recent changes provide children with more opportunities to develop their literacy skills outdoors.
- Staff visit children and families in their home prior to starting at the pre-school. This helps staff to find out about children's interests and for children to become familiar with staff before they start. Staff value the effectiveness of these visits in supporting children's emotional well-being.
- Staff closely observe and monitor children's learning. This helps them to identify what children need to learn next. Children make good progress in their development.
- The manager supports her staff well. She works alongside them and provides supervision and appraisal meetings to enable staff to reflect on their practice. Staff attend training to help them support children who have special educational needs and/or disabilities.

It is not yet outstanding because:

- Although staff have a good relationship with the host school, they do not share enough information about children's learning with the nursery that children also attend.
- Staff do not provide enough opportunities for all parents to be fully involved in their children's learning in the pre-school.

What the setting needs to do to improve further

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

- strengthen partnerships with other early years settings that children attend and share more information about children's learning to help staff promote a common and shared approach to learning
- extend opportunities for all parents to be involved in their children's learning in the pre-school.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Staff work well as a team and are good role models for children. Safeguarding is effective. Staff attend child protection training. They know where to report concerns about children's welfare or safety. Staff have measures in place when children arrive to promote their safety. Recruitment procedures are robust and ensure that staff are suitable for their roles. The manager monitors the progress made by different groups of children. This helps her to work with staff to help children to make positive relationships. For example, when children arrive they are greeted by staff and are provided with experiences that support their interests.

Quality of teaching, learning and assessment is good

Staff know children and their families well. They gather information from parents when children first start about their abilities and interests, to help them to plan for children's good progress. Staff help parents to continue to support their children's learning at home. For example, children take the toy bear home. Parents write comments and share photographs with staff about the bear's experiences with their children at home. Staff help children to develop their mathematical skills. They show children numbers and ask them to show them the same number of fingers. Children confidently count to 10. They demonstrate good listening skills and follow instructions. Staff use puppets and encourage children to join in with singing. Children thoroughly enjoy these times, join in with actions and sing nursery rhymes. Staff encourage children to develop their early writing and literacy skills. They provide opportunities for children to recognise and to write the letters in their name.

Personal development, behaviour and welfare are good

Children behave well. Staff give children a 'high five' to praise their achievements. Children know the routine of the day. When staff make a noise, children put their hands in their air and listen to instructions. Staff encourage children to be independent. They remind them to wash their hands prior to having snack. Staff offer children a healthy range of snacks and drinks. They talk to children about the benefits of healthy foods. Children have opportunities to develop their physical skills. Outdoors they jump in the air as they count. Indoors, they use scissors to cut out shapes and demonstrate good hand-to-eye coordination.

Outcomes for children are good

Children make good progress in their learning and development. They gain key skills for their eventual move on to school. Children are motivated and engaged in learning. They develop an understanding about themselves as individuals. Children look in a mirror and watch themselves as they move their mouth and put hats on. Children develop a good imagination. They enjoy playing in the role-play area and pretend to make food for staff to eat.

Setting details

Unique reference number	EY364602
Local authority	Essex
Inspection number	1104698
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	48
Name of registered person	Guilia Christine Pollard
Registered person unique reference number	RP512409
Date of previous inspection	2 October 2014
Telephone number	07525 266784

Spinney Pre-School registered in 2007. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.35am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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