

Chipping Hill Pre-School

Bethel Christian Fellowship Hall, Church St, Witham, Essex, CM8 2JP



Inspection date

12 June 2018

Previous inspection date

26 January 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

- The manager supports her staff through appraisal meetings. Staff reflect on their practice and identify how to improve the provision and their practice. The manager has attended training to help to support children to develop their levels of understanding. Children make good progress in their learning.
- The manager works well with other professionals to support children's individual needs. Information is exchanged between parents and other professionals to promote the needs of children who have special educational needs (SEN) and/or disabilities.
- Children settle well and are keen to join the good range of resources offered. They are confident in their interactions with staff and other children, demonstrating good social skills. Staff hold plenty of conversations with children, ask them a good range of questions and listen to their views. This supports children's communication skills well.
- Children behave well. Staff use a 'positive tree' where they write children's achievements, recognising and praising positive behaviour. Staff use sand timers to help children to share and take turns when using tricycles in the garden.

It is not yet outstanding because:

- Occasionally, staff do not sufficiently focus on extending all children's listening skills and concentration during activities.
- Staff do not involve parents enough in the process for establishing what children already know and can do when they first start.

What the setting needs to do to improve further

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

- provide more opportunities that help all children to extend their listening skills and concentration
- gather more information from all parents about what children already know and can do when they first start, to help staff plan more precisely for children's learning.

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

Self-evaluation is effective. The manager gathers the views of parents and children to help identify improvements to the pre-school. Recent changes in the garden provide children with more learning experiences to develop their imagination. Safeguarding is effective. Staff know where to report concerns regarding children's safety. They help children to learn about how to keep themselves safe. They have a 'Sammy rope' for children to hold on to when they complete fire drills and learn how to leave the building safely. Children say that they meet in the garden. Teachers from the schools that children will move on to come into the pre-school to meet the children. Staff talk to children about the changes they will face. This helps children to be ready for their move on to school.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff know children well and plan for what they need to learn next. They share information with parents about activities their children have enjoyed and support them to continue to support their children's learning at home. Through observations and assessments, they have a clear understanding of children's achievements. Staff help children to develop their counting skills. Children count confidently to 10 when they are asked by staff how many fingers they have. Staff talk to children about events in their family life. Children talk confidently about their experiences and recall from memory. Staff encourage children to solve problems in their play. They play alongside them and talk to children about how they can fix a train track together.

Personal development, behaviour and welfare are good

Staff offer children a healthy range of snacks. They encourage children to be independent, such as reminding them to wash their hands prior to eating. Children sit with staff and initiate conversations, helping children to develop their social skills further. Outdoors, children help staff to plant and grow vegetables. This provides opportunities for children to learn about how food is grown. Staff help children to have a sense of responsibility in the pre-school. They have a 'stone monitor' who is responsible for moving stones out of the garden. This helps children to promote the safety of others, particularly children who have SEN and/or disabilities. Parents comment positively about how their children's behaviour has improved since starting at the pre-school. Children demonstrate that they are emotionally secure.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Children demonstrate a good imagination. They put nappies and bibs on toy dolls and push them around in toy pushchairs. Children use cutters and scissors to make shapes and to cut dough. Outdoors, children use pots and pans in soil and pretend to make cakes. Children demonstrate good hand and eye coordination and enjoy being physically active. They learn skills for their eventual move on to school.

Setting details

Unique reference number	EY332646
Local authority	Essex
Inspection number	1092695
Type of provision	Full-time 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	26
Number of children on roll	23
Name of registered person	Chipping Hill Pre School Partnership
Registered person unique reference number	RP519141
Date of previous inspection	26 January 2015
Telephone number	07905717611

Chipping Hill Pre-School registered in the current premises in 2006. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The pre-school opens Tuesdays, Thursdays and Fridays from 9.15am until 2.15pm, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

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