

# Zebedee Pre-School

Shotgate Community Hall, Bruce Grove, Wickford, Essex, SS11 8QZ



## Inspection date

2 July 2018

Previous inspection date

22 April 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

- Staff interact well with children. They follow children's interests as part of discussions and ask skilful questions to encourage them to share their knowledge. Children are confident speakers.
- Staff form strong relationships with children and ensure that they are happy and safe.
- The manager is ambitious and constantly in pursuit of improvement.
- Children participate in a range of interesting activities. They explore very wet sand with a range of equipment. Children are supported to explore imaginatively and staff encourage the use of descriptive words to explain how it looks and feels.
- Staff are good role models and use effective strategies to encourage children's good behaviour. Children listen to others, take turns and share resources willingly.
- Staff have good relationships with parents, carers and other professionals. They work together to enable children to thrive. Advice and support from other professionals are used efficiently and supports staff's professional development.

### It is not yet outstanding because:

- Occasionally, staff do not use the information they know about each child to plan activities to extend children's learning so that they make the best possible progress.
- The way in which staff organise some current routines does not always allow children to remain engaged in their chosen activity.

## What the setting needs to do to improve further

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

- make better use of planning and assessment to ensure that learning is extended to support children to make the best progress possible
- review the organisation of routine activities so that children are able to remain engaged in their chosen play.

### Inspection activities

- The inspector observed teaching and learning during activities inside and outside, and assessed the impact this has on learning.
- The inspector spoke to a number of parents and carers during inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector spoke to staff and children at the pre-school.

### Inspector

Jane Le Marie

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a strong understanding of their roles and responsibilities to ensure the safety and well-being of the children in their care. The manager carries out regular supervision and appraisal meetings which help to support staff development. These meetings celebrate good practise, highlight training needs and identify where coaching and mentoring may be beneficial. Self-evaluation is accurate, and staff are ambitious in their drive for improvement.

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

Staff provide children with a range of activities and resources which helps to develop their interests. Staff interact with children sensitively and use their knowledge of current interests to extend their ideas and thinking. Staff proficiently support children's speech, language and communication skills through conversations linking specifically to their interests. Staff allow children to take managed risks and involve them in risk assessing activities. This was evident when children were building a very tall tower with bricks and waited in anticipation as the final brick was placed on the top and the tower fell around them. Basic skills, such as turn taking, letter sounds and counting, are woven through the provision and supported through quality interactions. Staff make the most of opportunities to develop understanding of the world around them. For example, children show interest in life cycles as they observe butterflies and ladybirds.

### Personal development, behaviour and welfare are good

Staff know the children well and meet their care needs promptly. They provide a welcoming environment which is highly praised by parents and enables children to settle in quickly. The key-person system helps children to form secure attachments with staff and ensures they are effectively supported in developing independence in managing their own personal needs. Frequent opportunities are provided for children to take part in activities to promote their physical development. A range of wheeled toys, balls, beanbags and hoops is provided, as well as opportunities to make marks with pencils, pens and paint. Staff have high expectations with regard to children's behaviour and are consistent in their approach. Where children find this more difficult, staff sensitively adapt their strategies. Children work collaboratively and listen carefully to adults and each other.

### Outcomes for children are good

Children are engaged and happy. They confidently explore a range of different activities. Children make good progress, with most working at the expected level for their age. Younger children use simple words to name objects within their play, while older children speak confidently about what they are doing and relate this to their own experiences. Provision for school readiness is robust and ensures children are well prepared for school. 'The big fours' session enables children to develop key skills required for the next stage in their education. Children are motivated to join in activities and show pride in their achievements when they succeed.

## Setting details

<b>Unique reference number</b>	EY394887
<b>Local authority</b>	Essex
<b>Inspection number</b>	1093923
<b>Type of provision</b>	Sessional 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>	31
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Carrie Ann Rose
<b>Registered person unique reference number</b>	RP515403
<b>Date of previous inspection</b>	22 April 2015
<b>Telephone number</b>	07906344227

Zebedee Pre-School registered in 2009. The pre-school employs 14 members of staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold level 2. The pre-school opens five days a week during school term times. Opening times are from 9am to midday Monday to Friday, and from 12.30pm to 3.30pm on Tuesday, Thursday and Friday. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

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