

# Wrens Pre-School

Quaker Meeting House, Dunmow CM6 1BH



<b>Inspection date</b>	26 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- Children benefit from a welcoming and nurturing learning environment where they feel safe and secure. Staff give children reassurance and praise as they learn new skills. Children develop a good sense of belonging and self-worth. Their behaviour is good.
- The provider and manager are committed to continually evolving pre-school practice. They work together closely to review practice and lead ongoing improvements.
- Children are inquisitive and enjoy exploring the natural environment. They imaginatively use a variety of resources to embed learning and develop new skills. All children make good progress from their starting points and thoroughly enjoy learning.
- Parents speak highly of the pre-school, and are happy with the care their children receive. They report that the staff are welcoming and share regular information with them. This helps to provide consistency in children's learning and development.

### It is not yet outstanding because:

- Occasionally, the monitoring of assessments of some children is not rigorous enough to swiftly identify any emerging gaps in achievement.
- The management team has not fully implemented highly effective performance management systems that help to raise practice to an outstanding level.
- Staff provide fewer experiences that help children to learn about different cultures and support their understanding of the wider world.

## What the setting needs to do to improve further

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

- embed monitoring practices further to ensure that the learning and progress children make is deeply understood by all staff so they can identify emerging gaps even more swiftly
- enhance existing performance management systems even further that help to raise the quality of teaching and promote the highest outcomes for children
- provide an even broader range of experiences to help children learn about the similarities and differences between themselves and others and further support their developing understanding of diversity.

### 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 carried out a joint observation with the manager.
- The inspector took account of the views of children, their parents and staff spoken to on the day of inspection.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff supervise children well at all times and have a good understanding of safeguarding processes. They know the importance of acting promptly on any concerns they may have about a child's welfare. Staff follow clear risk assessment procedures for all areas, implementing these well to identify and minimise hazards to children effectively. Partnerships with parents and other agencies are well established. Self-evaluation is used effectively to reflect and review practice. The management team demonstrates a drive for continuous improvement and a commitment to providing high-quality care and learning for all children. They act on the views and comments of parents and others, which helps them to maintain a good service.

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

Staff know all children well. Planning is flexible and takes into account children's interests and next steps in learning. Children take the lead with their play and staff question and support them well to extend their learning and development. For example, staff provided an activity with crayons for children to make rubbings of leaves and twigs. Children have good opportunities to develop their creativity and imaginations. During a group session they explore the different sounds that instruments make and dance to some familiar songs. All children have a positive first experience of learning.

### Personal development, behaviour and welfare are good

All children, including those who are new to the setting, are excited to attend pre-school and they make their way on arrival towards trusted adults. The settling-in process is responsive to each child's individual needs and supports them to settle in quickly. Staff promote children's independence well. Children are familiar with the routine and expectations as they help to tidy away toys. Staff support children to understand the importance of living a healthy lifestyle. Children have daily opportunities to develop their physical skills, for example, as they climb and balance on equipment in the outdoor area. They negotiate the space available and develop an understanding of how to keep themselves safe. Children have access to a well-resourced outdoor play area where they enjoy fresh air and regular exercise.

### Outcomes for children are good

All children make good progress. Young children become used to routines and learn to socialise with others. Older children recognise some letters and sounds. They can count, sort and match objects by colour and size. Children eagerly investigate resources using magnifying glasses. They make comments on what they see. Children are developing the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY539577
<b>Local authority</b>	Essex
<b>Inspection number</b>	10077245
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Mardell, Joanna Elizabeth
<b>Registered person unique reference number</b>	RP511311
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07754 876330

Wrens Pre-School re-registered in 2016 following a change of ownership. The pre-school employs eight members of childcare staff. Of these five hold an appropriate early years qualification at level 3 and two at level 2. The pre-school is open during school term time. Sessions are from 9.30am until 3.30pm on Mondays to Thursdays and from 9.30am until midday on Fridays.

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