

Viking Junior Academy

Wentworth Primary School, Viking Road, MALDON, Essex CM9 6JN



Inspection date	12 September 2018
Previous inspection date	17 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The key-person system is effective. Staff know the children very well and ensure that children are given good emotional support when settling into the pre-school.
- Children make good progress from their individual starting points. They are enthusiastic and enjoy the wide range of activities that are available. Children are motivated learners and quickly become engrossed in whatever they choose to do.
- Children have daily opportunities to develop their physical skills. They enjoy riding the bicycles and using balancing equipment in the outdoor area. They negotiate the space available and develop an understanding of how to keep themselves safe.
- Children are happy. They are confident to explore their surroundings, seek out their friends and talk to staff. Staff promote kindness and respect towards others and behaviour throughout the pre-school is good.
- Staff build strong relationships with parents. They welcome parents' involvement in the pre-school and keep them well informed about their child's care and learning. Parents speak very highly of the pre-school and the progress their children make.
- Staff are enthusiastic and passionate about providing a high-quality learning experience for all children. Consequently, children are keen and active learners.

It is not yet outstanding because:

- Staff have not yet achieved highly effective partnerships with providers of some other settings that children attend to provide excellent continuity of learning.
- On occasion, staff ask lots of questions in quick succession, which sometimes prevents children from engaging fully and exploring their own ideas.

What the setting needs to do to improve further

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

- allow more time for children to explore and learn at their own pace, to help them develop their concentration skills and enable them to investigate their own ideas fully
- extend the partnership working with other settings that children attend, to support continuity and consistency in children's learning and promote even higher levels of progress.

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 the provider, manager, staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector held discussions with a number of parents and took account of their views.
- The inspector completed a joint observation of a teaching activity with the pre-school manager.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a secure understanding about their role and responsibility to protect children. They understand the importance of responding quickly to any concerns that they may have about children's welfare and they know the procedures to follow. Managers and staff check the progress of all children effectively. When identifying gaps in children's learning, they provide extra support to help them catch up. Self-evaluation is effective. Management and staff seek the views of parents, children and others when reflecting on their practice. Parents speak positively about the pre-school and describe the staff as 'warm' and 'wonderful'.

Quality of teaching, learning and assessment is good

Staff know the children well and have a good knowledge of how children learn. They use their observations and assessments to plan effectively for children's next steps in learning. Older children demonstrate sustained attention as they enthusiastically practise writing their names and staff support younger children to find their name cards. This is one of the many ways that staff support children's early literacy skills. Children have opportunities to develop their imagination. They enjoy accessing a range of art and craft materials and are keen to talk about their creations. Staff provide a range of high quality, interesting and stimulating resources in the indoor and outdoor environments. Timely interventions by staff ensure that all children's needs are appropriately met and that children develop the skills and attributes needed to support their move on to school.

Personal development, behaviour and welfare are good

Children's personal development is promoted well. Staff provide supportive key-person arrangements. They create a fun and interesting learning environment. There is a good range of toys and resources to support children's learning for all areas of their development. Children develop good levels of independence. For example, older children manage their own care and hygiene routines. Staff encourage younger children to put on their jumpers for outdoor play. Healthy lifestyles are promoted well. For example, staff talk to children about healthy foods as they sit and eat their snack together.

Outcomes for children are good

All children make good progress. They learn how to make friendships and show an awareness of their own needs and those of others. Children, including the very youngest, become confident and sociable learners. They develop their mathematical skills well. For example, children have opportunities to recognise numerals and count as they play. Children develop the key skills needed to be ready for the next stage in their learning, such as moving on to school.

Setting details

Unique reference number	EY409367
Local authority	Essex
Inspection number	10063003
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	74
Name of registered person	Viking Junior Academy Limited
Registered person unique reference number	RP903169
Date of previous inspection	17 November 2015
Telephone number	0758 3261354

Viking Junior Academy registered in 2010. Sessions are from 9am until 2pm each weekday during school term time. The provision offers before and after school care and a holiday club for school age children. The provision employs seven members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, one at level 4, two at level 3 and one at level 2.

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