

Maldon Community Preschool

Wantz Chase, MALDON, Essex CM9 5DN



Inspection date	17 October 2018
Previous inspection date	19 October 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 manager demonstrates a strong commitment to providing high-quality care and education. She regularly evaluates the pre-school, which helps her to identify areas for improvement.
- Children, including those who have special educational needs and/or disabilities, make good progress from their starting points. Staff work very closely with other professionals to offer additional tailored support which meets children's individual needs.
- Children form strong relationships with staff. Staff know them well and take account of their individual needs. Children settle quickly into the pre-school and feel secure in their environment.
- Teaching is good. Staff provide a broad range of interesting and stimulating activities and children are motivated and enthusiastic to join in.
- Effective partnerships with parents ensure that children's needs are met and their learning is well supported.

It is not yet outstanding because:

- Although the manager monitors the quality of teaching and learning, this is not fully developed to identify where some staff practices can be enhanced even further.
- Staff do not always fully consider children's individual next steps when planning group activities.

What the setting needs to do to improve further

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

- sharpen the planning of group activities to take even more account of children's individual next steps and promote their rapid progress
- build on ways to extend staffs professional development and raise the quality of practice to an even higher level.

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 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 took account of the views of parents through discussion and reading the written feedback provided.
- The inspector spoke with staff and children during the inspection.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff know the procedures to follow for reporting any safeguarding concerns. They implement safeguarding policies, procedures and risk assessments to maintain children's health and safety. The manager implements a thorough recruitment policy to ensure staff are suitable to work with children. The manager has a strong understanding of the early years foundation stage and is a good role model for her staff team. She demonstrates ambition for the pre-school, and works well in partnership with others to continually improve the quality of the setting. The manager uses information gathered from assessments effectively to identify differences in the learning of different groups of children, and swiftly puts plans in place reduce them. Parents are happy with the care their children receive at the pre-school and feel supported to continue children's learning at home. They comment positively on the frequent and informative feedback they get in regards to their children's progress.

Quality of teaching, learning and assessment is good

Staff generally use their knowledge and skills well to support children's play and learning. For example, staff play alongside children, commenting on what children are doing. Children choose what they would like to play with and they enjoy selecting resources from the well-organised environment. Staff place priority on developing children's speech and language. Children enjoy singing songs and rhymes. Strategies, such as using visual prompts and carefully articulating new words, help children to expand their vocabulary. Staff promote children's literacy and listening skills well as children sit and listen to stories that are read expressively to them by staff.

Personal development, behaviour and welfare are good

Children are happy. They develop good relationships with their key person and eagerly seek them out to share their achievements. Behaviour is managed well. Staff have clear expectations which they consistently reinforce. They use a range of strategies to help children respond to these expectations. Staff help children to adopt healthy lifestyles. For instance, children understand that they must wash their hands before they eat. Staff provide a range of well-balanced snacks. Children enjoy playing in the well-equipped garden. They have opportunities to develop their physical skills during ball games.

Outcomes for children are good

All children make good progress. They show good levels of concentration and involvement in activities. They confidently communicate with their friends and staff. They are motivated to learn and make independent choices in what they would like to do. Children are developing early literacy skills as they complete a chart to indicate which dinosaurs they have found on their dinosaur hunt. They have good imaginations as they pretend play and invite others to join their experiences. Children are developing the skills they need for the next stage of their learning, including their eventual move to school.

Setting details

Unique reference number	EY403235
Local authority	Essex
Inspection number	10062999
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	30
Number of children on roll	40
Name of registered person	Maldon Community Pre-School
Registered person unique reference number	RP903596
Date of previous inspection	19 October 2015
Telephone number	01621859114

Maldon Community Pre-School has been open for many years, but re-registered in 2010. The pre-school employs eight members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 4, four at level 3 and one at level 2. The manager holds a relevant qualification at level 6. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3pm.

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