

Theydon Bois Preschool Group

Scout Headquarters, Loughton Lane, THEYDON BOIS, Essex CM16 7JY



Inspection date

30 October 2018

Previous inspection date

15 December 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

- Staff support children to learn how to keep themselves safe as part of the daily routine and during activities. For example, staff skilfully initiate conversations during story time about the dangers faced by some of the characters. Older children are quick to give advice to staff about what they must do if they want to avoid cutting themselves.
- Staff feel listened to. They report that managers provide them with opportunities to contribute ideas about how they think the pre-school could be improved. Staff value children's ideas. For example, they respond quickly to them at group time when they ask if everyone can sing the 'pirate song'.
- Children have opportunities to use their developing physical skills as they play with resources. They show perseverance as they work out how to turn a small winch to move a small basket up into a tree house. Children make good progress in their learning.
- Risk assessments are thorough. Potential hazards are identified, and quick action is taken to promote children's safety. Appropriate staff ratios are maintained at all times and children are supervised well indoors and outdoors.
- Parents describe the staff as lovely and very approachable. They report that they get information and feedback through newsletters and informal discussions with staff at collection and drop-off times.

It is not yet outstanding because:

- Managers do not precisely target plans for professional development to raise the quality of staff's teaching to an even higher level.
- Staff do not consistently gather detailed information from parents about children's learning at home, to contribute to assessments and help them plan even more effectively for their learning.

What the setting needs to do to improve further

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

- enhance professional development opportunities to help further improve staff's teaching of younger children
- extend the range of information gathered from parents about their children's learning at home, to help plan even more effectively.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with one of the managers.
- The inspector held a number of discussions with the nominated individual, both managers, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with both managers and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion provided at inspection.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to access relevant policies and can identify the indicators of abuse. Staff are aware of how to respond if they have any concerns about children. Staff carry out risk assessments in all areas used by children. They check the continued safety of toys and equipment every day. This helps to promote children's well-being effectively. Staff provide parents with a wide range of policies and procedures, which helps them to keep well informed. They share information with parents about their children's progress. Staff identify parents' views and opinions during informal discussions at drop-off and collection times. Managers use this information to help them make effective decisions about improvements.

Quality of teaching, learning and assessment is good

Caring staff welcome children into the pre-school. Children make good progress in their learning as they eagerly explore and investigate the toys and equipment provided. They enjoy opportunities to develop their creativity. Older children have developed the small muscles in their hands which enable them to hold a pen competently using their thumb and two fingers. Children are eager to tell nearby staff what they have drawn. Younger children learn how to hold and develop control of paintbrushes as they make their colourful creations. Children enjoy a wide range of imaginary play opportunities. They are excited to put dressing-up clothes on and become a pirate or a princess. Older children confidently ask for help when needed. For instance, they ask a member of staff to tie a bandana on their head. Children develop skills that help prepare them for their next stage of learning and in preparation for school. Outdoors, children take part in physical play and learn about the world around them. They learn how care for living things, such as tomatoes and marrows.

Personal development, behaviour and welfare are good

Children behave well. They respond positively to staff, who promote their good behaviour through clear boundaries and consistent explanations. Children take measured risks as they use large play equipment. With support, they learn how to manoeuvre wheeled toys around staff and the other children safely. Children have opportunities to learn about people and communities beyond their own. They learn about the customs of cultural festivals and enjoy looking at books that include images of those from different backgrounds to their own. Children develop an understanding of a healthy lifestyle. They enjoy snacks of fresh and dried fruit, and spend time outside, which helps to support their ongoing well-being. Children develop social skills as they learn how to share and make special friendships.

Outcomes for children are good

Children show good problem-solving skills, perseverance and imagination. For example, as they play with construction bricks, they construct a 'big wall' to stop the 'big bad wolf'. Children add additional bricks, confidently pushing them together to make a pattern. Children show great pride in their achievements. They thoroughly enjoy the positive attention they receive when a member of staff shows the other children 'the amazing car' they have made. Children make good progress.

Setting details

Unique reference number	404638
Local authority	Essex
Inspection number	10062921
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	41
Name of registered person	Theydon Bois Playgroup Association Committee
Registered person unique reference number	RP521126
Date of previous inspection	15 December 2015
Telephone number	07443 642959

Theydon Bois Preschool Group registered in 1999 and is located in Theydon Bois, Essex. There are 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term times only. Sessions are from 9am until 3pm on Monday, Wednesday, Thursday and Friday. Sessions are from 9am until midday on Tuesday. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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