

Hutton Pre-School

Willowbrook Community Hall, Hutton, BRENTWOOD, Essex CM13 2TU



Inspection date	11 December 2018
Previous inspection date	2 July 2014

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

This provision is good

- Staff check and review children's ongoing progress effectively. Each child's key person works closely with their family. Where appropriate, they also work with other professionals to ensure that children who have emerging concerns receive the support they need. All children make good progress.
- Staff work consistently and effectively to support children's positive behaviour. For example, they use timers to help children understand about taking turns and sharing toys fairly.
- Children have opportunities to learn about people and communities that are different from their own. For example, they eat and learn about fresh fruit from other countries. Children enjoy a wide range of books and creative activities celebrating diversity.
- Parents speak very highly of the care their children receive and how well staff support them. Parents report that they are kept up to date with their child's progress.
- The management team does not always make the best use of all monitoring systems to help it raise the quality of staff's teaching to an outstanding level.
- The management team does not regularly seek and reflect on the views of parents and use this information to focus precisely on driving improvements.

What the setting needs to do to improve further

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

- extend the use of monitoring systems to raise the overall quality of staff teaching practice to the highest level
- extend the current methods used to seek and evaluate the views of parents to focus even more precisely on driving ongoing improvements to the quality of practice.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the early years professional.
- The inspector held several discussions with the management team, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the management team and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussions during the inspection process and written feedback provided.

Inspector

Lynn Clements

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Incidents or accidents are promptly recorded and shared with parents. Recruitment and vetting processes are rigorous. This ensures that all staff are suitable to work with children. Staff have a good understanding of child protection issues and the processes to follow should they have concerns about children's welfare. The management team evaluates its pre-school provision and supports staff training. Staff encourage children to share their ideas about the types of toys and resources that interest them. Their feedback is valued and staff plan activities that engage and excite children.

Quality of teaching, learning and assessment is good

The organisation of group activities provides a high level of support for less-confident children, helping them to engage and sustain concentration. Staff skilfully ask questions to develop children's thinking and problem-solving skills. They consistently allow them the time to think and respond. Staff observe children during their play and make accurate assessments of their development. They use this information to plan individual next steps for children's ongoing learning. Staff interact in children's play, extending their ideas to help them embed knowledge and skills. Children explore mixing a variety of materials, such as sand, water, pine cones and conkers, as they engage their imagination while playing in the mud kitchen. Children busily make pretend cups of coffee or thoroughly enjoy stomping in the low-level water tray. Older children gently remind younger ones about wearing wellington boots to stop their feet getting wet. Staff use a variety of ways to promote children's communication and language development, including those children who speak English as an additional language. For example, children sing familiar nursery rhymes and use picture cards to help communicate their needs.

Personal development, behaviour and welfare are good

Children form strong bonds with staff. This helps to support their emotional well-being and gives them the confidence to explore their environment. Staff give children plenty of praise and encouragement to promote their self-esteem. Staff promote children's independence well. For example, children pour their own drinks and self-register by placing their name card on to the registration board. Staff work closely with parents to include them in their child's learning. Children take home books to share with their family. Children enjoy daily opportunities to play outside in the fresh air. Children are supported by staff to keep themselves safe as they use a wide range of equipment.

Outcomes for children are good

Children acquire the key skills needed for the next stage in learning and eventual move to school. They are encouraged to be healthy, enjoying nutritious snacks and plenty of opportunities to take part in physical play. Children are curious and eager to explore. They discover that when they place a toy cow on weighing scales, it makes one side dip lower. Children develop their early mathematical skills as they fill and empty containers, exploring volume and capacity as they play with water and sand.

Setting details

Unique reference number	EY438760
Local authority	Essex
Inspection number	10069347
Type of provision	Sessional 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	26
Number of children on roll	45
Name of registered person	Hutton Pre School Limited
Registered person unique reference number	RP906956
Date of previous inspection	2 July 2014
Telephone number	07517386628

Hutton Pre-School registered in 1999. The pre-school opens during term time, Monday to Friday. Sessions are from 8am to 3pm. The pre-school employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. There is one member of staff who holds early years professional status. The pre-school provides funded early education for two-, three- and four-year-old children.

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