

Danbury Pre-School at St John's

St. Johns C of E Primary School, Little Baddow Road, Danbury,
CHELMSFORD CM3 4NS



Inspection date	8 July 2019
Previous inspection date	23 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

This provision is good

- The manager and staff are committed to continuously improving the pre-school. For example, they introduce new and exciting resources, prompted by the interests of the children. This helps to inspire and motivate children to learn through their play.
- Children are encouraged to be independent. They confidently help to prepare a healthy snack and get themselves changed for a physical activity.
- Partnerships with other professionals, such as speech therapists, are good. The manager seeks the support of other professionals to help secure appropriate funding for children with special educational needs and/or disabilities (SEND).
- Children behave well and show kindness to one another. They settle quickly in the calm and friendly pre-school.
- Overall, parents comment that they are very happy with the pre-school. They state that their children enjoy attending and form close and caring relationships with their key person.
- Children excitedly participate in group games. They join in with the rhyme-associated game and have fun chasing each other around the circle and back to their place. Staff support children well, encouraging them to take turns and to run safely to catch the other child.
- On occasions, staff do not use effective questioning skills to help children to think critically and extend their learning even further.
- The manager encourages staff to share their knowledge, interests and expertise. The impact of this is yet to be embedded consistently across the pre-school so that every child receives the highest quality of teaching.

What the setting needs to do to improve further

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

- develop staff's confidence in using questions to help children to extend their learning further
- build on staff's professional development, knowledge and shared expertise to further improve the quality of teaching and raise teaching to the highest 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 observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector
Laura Pegler

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff and the manager have a good understanding of how to protect children and understand the procedures to follow if they have any concerns regarding children's safety and welfare. Staff attend regular safeguarding training, which helps them to keep abreast of new guidance and procedures. They benefit from regular and effective supervision meetings with the manager to help develop their practice further. Staff carry out daily safety checks to help ensure that the premises are safe and well maintained. Managers ensure that additional funding is appropriately spent to best meet the needs of the children in their care. For example, they fund additional sessions for individual children to attend the pre-school on a more regular basis.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities, indoors and outdoors, that promote children's learning. Staff particularly focus on developing children's early language skills. For example, children join in with favourite action songs. Children re-tell their favourite stories using books as prompts. They turn the pages and use the pictures as clues to explain the sequence of the events. Children remain engaged in their learning for long periods of time and interact well with their peers. For example, children play excitedly together with the water and the small-world objects. They manipulate the water with their hands, making a swirling motion, and watch how the items in the water spin and turn. They introduce the small world objects as they build on their game. For example, they place a toy snake in the water and notice that it is too big to move when they swirl the water, prompting them to move the water faster, to make the snake move.

Personal development, behaviour and welfare are good

Staff gather information from parents about children's interests and care needs before they start at the pre-school. This helps them get to know children well and quickly form close relationships with them. Staff encourage children to play outdoors and enjoy fresh air on a daily basis. Children's physical development is promoted effectively, for example when they take turns to play on the trampoline and to build with the large construction resources. Children enjoy growing their own fruit and vegetables in the pre-school allotment. They plant vegetable seeds and nurture the plants to help them grow before picking and eating them. Children learn about the importance of exercise and keeping healthy, for example through their weekly gymnastic sessions. Children are encouraged to be polite, behave well and follow rules. For example, when getting ready for lunch, they wait patiently for their turn to wash their hands.

Outcomes for children are good

Children enjoy their time in the pre-school and make good progress from their starting points, including those who speak English as an additional language and those with SEND. Children are confident, independent learners who interact well with both adults and other children. They are well prepared for their next stage of learning, such as school.

Setting details

Unique reference number	EY418953
Local authority	Essex
Inspection number	10063013
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 11
Total number of places	26
Number of children on roll	64
Name of registered person	Danbury Pre-School
Registered person unique reference number	RP530243
Date of previous inspection	23 October 2015
Telephone number	08456 430 076

Danbury Pre-School at St John's was registered in 2010. The pre-school employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and two hold level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The breakfast club sessions are from 7.30am until 8.45am and the after-school club sessions are from 3.20pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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