

Inspection of Tollesbury Preschool

The Manse, 2 Station Road, Tollesbury, Maldon, Essex CM9 8RA

Inspection date: 11 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager and staff provide a warm and well-prepared learning environment. They enthusiastically welcome children and parents. Children are happy and eager to come into the pre-school. A well-established key-person system helps children form secure attachments and they develop positive relationships with staff. This helps children to feel confident as their parents leave and they settle very quickly. Children confidently make choices from a good range of high-quality resources. Staff are calm and consistent in their approach to managing children's behaviour. Children's behaviour is good and they take turns and play cooperatively with each other.

Parents are kept up to date about children's ongoing care and the progress they make. Staff build good relationships with parents. Parents comment positively about the quality of the care and education their children receive. The manager provides an inclusive environment where all children and their families are welcomed. This means that all children, including those with special educational needs, receive the support they need to enjoy a positive learning experience at the pre-school.

Staff provide healthy snacks. Children develop good table manners as they sit together, and independently choose their food and pour their drinks from jugs. Children of all ages enjoy playing in the well-resourced garden. Staff promote children's physical development well. For example, staff set up an obstacle course and encourage children to develop their skills to climb and balance.

What does the early years setting do well and what does it need to do better?

- The manager and staff have high expectations for every child. They plan learning opportunities to follow children's interests and to support what they need to learn next. Staff obtain information from parents about children's abilities and interests before they start. Children make good progress from their starting points. Staff monitor progress and complete assessments of children's learning. However, staff do not always track assessments as precisely as possible in order to help children make rapid progress at all times.
- Most of the time, staff use every opportunity to extend and challenge children's learning. They adapt activities to support individual abilities. For example, during a threading activity, staff ask some children to name the coloured beads they thread, while others are challenged to make repeat patterns.
- Children are engaged and enthusiastic in their learning. They explore the learning opportunities with curiosity and persevere to complete activities. Staff encourage older children to think independently and to test outcomes. For example, children are encouraged to use the numerals on a wall display to check

their answers during a mathematics activity.

- Children's communication and language skills are supported very well. The staff talk to the children and listen to their response. They model language and adapt what they say to support children's understanding. Staff read stories with good expression and children remain engaged. Children can say what is happening in the books and predict what might happen next. Children learn new vocabulary. Staff give age-appropriate explanations for the meaning of new words. Children and staff sing familiar songs together.
- Staff work hard to promote a positive self-image for each child. They teach children to develop an understanding of what makes them unique. Children show respect and care for each other.
- The manager and her staff work well together as an enthusiastic and committed team. Staff have a clear understanding of their roles and responsibilities. Staff turnover is extremely low. However, staff performance management reviews and ongoing supervisions are not strong enough to clearly identify how staff can consistently raise the quality of their teaching practice.
- The manager has developed a good relationship with staff at the local school. She arranges for the teachers to visit the children in the pre-school to support their confidence. The manager shares the children's assessments to help support continuity in their learning. Children are well prepared for moving on to school. For example, staff encourage children to be independent in their self-care and encourage them to recognise their names. They provide opportunities for the children to dress up in the school uniform in the role-play area.

Safeguarding

The arrangements for safeguarding are effective.

The manager and deputy attend regular training to ensure their knowledge of child protection remains current. Staff are trained to ensure that they know the local child protection procedures and how to identify children who may be at risk of harm. Recruitment procedures ensure that all staff working with children are suitable. Staff complete regular checks on the environment to help them to identify and eliminate any risks.

What does the setting need to do to improve?

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

- refine the system for tracking children's progress so that even more precise next steps for their learning are identified and planned for and the potential for all children to achieve rapid progress is increased
- develop a robust system of staff supervision and performance management to ensure that staff are supported in their professional development to raise the quality of their teaching to the highest level.

Setting details

Unique reference number	402290
Local authority	Essex
Inspection number	10072914
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	28
Number of children on roll	24
Name of registered person	Tollesbury Pre-school Community Interest Company
Registered person unique reference number	RP524034
Telephone number	07874240751
Date of previous inspection	5 July 2016

Information about this early years setting

Tollesbury Preschool registered in 1996. The pre-school employs seven members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am until midday Monday to Friday and from 1pm until 4pm Monday to Thursday.

Information about this inspection

Inspector

Marisa White

Inspection activities

- The inspector had a tour of the pre-school with the manager and discussed how the curriculum is organised.
- The inspector made observations throughout the inspection of children's experiences in the pre-school.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was carried out with the pre-school manager.
- The inspector looked at a sample of relevant documents, including evidence of staff's qualifications and their suitability to work with children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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