

Inspection of Ashingdon Preschool

The Cricket Pavillion, Ashingdon Road, ROCHFORD, Essex SS4 1RG

Inspection date: 14 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are confident, happy and friendly. They thoroughly enjoy their time at the pre-school that is a busy hive of activity. Children are enthusiastic and engaged in their learning. Staff introduce children to stimulating resources. They skilfully teach them interesting new words through their play. For example, children pretend to make pasta in enormous metal pots and spoon it out into cauldrons, discussing that it may be spicy.

Older children learn to be independent and perform tasks and roles that they are in charge of. They relish the responsibility that they receive and take great pride in themselves. Children learn about the concept of voting. For instance, they choose which story is read through casting their vote and find out if their choice has won.

Staff have high expectations of children. They give children warm encouragement that helps them to be persistent and motivated. Children feel safe and secure and try hard to challenge themselves. For example, children try to manoeuvre themselves on wheeled balancing equipment. At first, staff help them and children follow instructions. They soon master this tricky equipment and beam with pride on their success. Staff clap and applaud children enthusiastically.

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

- Staff make the most of opportunities to broaden children's learning. For example, when a helicopter lands in the adjacent field, staff immediately take the chance to go with children to investigate it. Staff then include helicopters in the activities they provide to extend children's understanding. They display pictures of the children with the helicopter. This helps the youngest children to remember and ignites conversations about the experience.
- Partnerships with parents are very strong. Parents comment how delighted they are with the progress that their children are making. Children who are new to the pre-school settle in very quickly and parents compliment staff on their warm approach. Parents state that they are very impressed with the communication and support they receive from staff during this time.
- Staff incorporate imaginative strategies to reinforce children's learning. For instance, they teach children about nocturnal animals. Children explore these animals in craft activities. For example, they decorate a template of a bat with bat shapes. At story time, staff read about nocturnal characters in a book. Children bring in examples of nocturnal animals for show and tell, where they learn even more about their specific animal choice.
- Dynamic managers strive to help staff members to enhance their skills and development. Managers provide ongoing training opportunities. They arrange regular meetings to keep staff highly trained and knowledgeable. The team have

a wealth of experience and expertise between them that they use to provide children with rich experiences.

- Staff make precise assessments of children's development. They plan innovative activities and provide resources that extend children's learning. Staff track children's progress closely so that any gaps in learning are swiftly addressed.
- Children are very well behaved they learn very good manners. They take turns and share as staff coach them in these skills. Staff have strong friendships with one another and are excellent role models to children. They respect one another and are kind and compassionate.
- Staff provide children with unique experiences in their learning. Children sing nursery rhymes while staff play the guitar. They take trips to the nearby woods and make dens. Children thoroughly enjoy outings to the local airport and gain knowledge of their local community.
- Managers use funding to further children's early mathematical skills. Children begin to recognise shapes and patterns through games that they do at pre-school and at home. This continuity of learning helps them to make even further progress.
- Staff promote children's early literacy skills using a wide range of techniques. Older children start to form letters in their writing books. However, staff do not always provide opportunities for children to fully develop their literacy skills in the garden area for those who prefer to learn outdoors.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff place a high priority on making sure that children feel safe and are cared for in a safe environment. Staff attend appropriate safeguarding training. Their knowledge of child protection is refreshed regularly in staff meetings. Staff know the signs and symptoms to look for and the procedures to follow should they have any concerns about a child's welfare. Managers conduct safer recruitment procedures and check that staff remain suitable in their roles.

What does the setting need to do to improve?

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

- seek ways to give children further opportunities to fully develop their literacy skills in the garden area for those who prefer to learn outdoors.

Setting details

Unique reference number	402187
Local authority	Essex
Inspection number	10070297
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	26
Number of children on roll	43
Name of registered person	Ashingdon Pre-School Limited
Registered person unique reference number	RP907202
Telephone number	07977955263
Date of previous inspection	29 January 2015

Information about this early years setting

Ashingdon Preschool registered in 1999. A team of eight staff are employed. Of these, one holds qualified teacher status, two hold relevant early years qualifications at level 4, two at level 2 and one at level 1. Session times are from 8.30am to 11.30am and 11.45am to 2.45pm, Monday to Friday, during school term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The inspector had a walk with the manager through all areas of the pre-school and discussed how the curriculum is organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- A meeting was held between the inspector and the manager.
- The inspector looked at a sample of the relevant documents. She checked 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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