

Inspection of Colne Engaine Preschool

Village Hall, 1 Station Road, Colne Engaine, COLCHESTER CO6 2ES

Inspection date: 13 December 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children explore with great excitement and enthusiasm the stimulating activities and toys set out for them each day. They receive a warm greeting from staff and focus quickly on their play. Children have many opportunities to develop their creative skills. For example, they concentrate on decorating cardboard stars with multi-coloured pasta shapes. Children learn early mathematical concepts as staff use this time to teach them to count the points on the star and identify shapes. Children develop their small-muscle movements as they first paint the pasta with brush strokes and then learn to dab the paint. They discover that the paint is gold in colour and agree that it is 'shimmery'.

Children relish the time they spend in the garden. They busily investigate the mud kitchen and sandpit in all weathers. Children enjoy filling up the range of metal pots and pans and a large gravy boat. They learn how to use a potato masher as they build sand castles and squash them down. Children feel safe and secure to make their own choices and express their opinions. They have formed strong bonds with staff and soak up the knowledge that staff pass on to them throughout the day.

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

- Partnerships with parents are very strong. They really appreciate the personal support that they and their children receive and the development their children make in this happy and caring environment. Settling-in sessions take each child's individual needs into account. This helps them to make a smooth transition from home and they make rapid progress right from the start.
- Children are free to express themselves as they dress up in the wide range of clothing and accessories available. They enjoy trying on shoes and a variety of outfits throughout the day. Children are developing good friendships and staff support them to take turns and share. However, occasionally, staff miss the opportunity to help children to gain a better understanding of what behaviour is expected of them and how it affects others.
- Staff have a wealth of experience between them and provide a strong support network to one another. The manager supports them very well and is highly committed to their emotional well-being. She is reflective in her practice and continually looks at areas where they can improve. She encourages feedback from parents, staff and children. Through training and research, the team put new ideas into place and add to their expertise. For instance, following recent training, they use innovative ways to encourage children to start to write during activities.
- Children enjoy the chances they have to build on their physical skills outside. They run and scoot their scooters up and down the long path. They challenge

themselves as they negotiate the risks around an obstacle course. Children balance carefully along crates and bravely leap down to the floor as they test their strength.

- Staff provide children with a wide range of opportunities to explore the local area. They take regular trips to the village church, the large playground next door and the fields and cycle track nearby. Children learn about different cultures and festivals celebrated by people around the world. They are beginning to understand how they are unique. Staff help children to gain an early appreciation for people who help them in the community. For example, they meet the fire-rescue dog handler and their dogs, and the local community police officer.
- Staff promote children's early love of reading as they read with fabulous expression. Children wait with anticipation to learn what happens next in the story. Children delight in playing bells as they sing songs before lunch. They listen to instructions well. Children sing with great enthusiasm and smile broadly while they play their bells very loudly. They learn new songs quickly and enjoy singing them with actions. However, sometimes, staff do not adapt and develop activities so that children's learning is extended even further.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibilities to safeguard children. They are confident and knowledgeable in identifying and addressing concerns relating to safeguarding or wider child protection issues. They attend ongoing training to keep up to date and refresh their knowledge in staff meetings. Staff carry out rigorous risk assessments daily to ensure that the premises are secure. Managers conduct safer recruitment procedures and check staff remain suitable in their roles. Staff enable children to manage risks for themselves, such as carefully climbing over slippery crates in the outdoor area.

What does the setting need to do to improve?

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

- review strategies for helping children to develop a deeper understanding of what behaviour is expected of them so that they know how it affects others
- seek ways to adapt and develop activities to extend children's learning even further.

Setting details

Unique reference number	EY363594
Local authority	Essex
Inspection number	10127395
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	24
Number of children on roll	35
Name of registered person	Szwandt, Vanessa
Registered person unique reference number	RP514897
Telephone number	01787 223638
Date of previous inspection	1 December 2015

Information about this early years setting

Colne Engaine Preschool registered in 2007. The pre-school employs five members of childcare staff. The manager holds early years professional status and qualified teacher status, two staff members hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens Monday, Tuesday, Thursday and Friday from 9am until midday, during term time. It also opens from midday until 3pm on Monday and Friday. 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 and the manager completed a tour of the inside and outside areas of the pre-school to understand how the early years provision and the curriculum are organised.
- The pre-school manager and the inspector carried out a joint observation.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took into account their views.
- The inspector looked at a sample of relevant documents. She checked evidence of staff's 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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