

Inspection of Great Bardfield Preschool

Great Bardfield Primary School, Braintree Road, Great Bardfield, Braintree CM7 4RN

Inspection date: 17 December 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

Children develop good knowledge and skills across all areas of learning. Older children have great fun racing cars down plastic guttering onto the floor. They share ideas about how to extend this game. For example, they attempt to position a plastic container of water at the end of the guttering for the cars to plunge into. However, they quickly discover that it is not shallow enough and explore their environment for an alternative. The children successfully find a container that works and thoroughly enjoy sending the cars down, satisfied with the resulting splash. This illustrates children's ability to work with others to solve problems.

Children bring healthy packed lunches that are complemented by nutritious options provided by staff at snack time. Staff engage children in lively discussions about foods that are good for them. Children also enjoy a wide range of physically active play, inside and outside.

The pre-school curriculum is based on staff's knowledge and understanding of each child's learning needs and interests. Children are very eager to explore the exciting range of activities on offer.

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

- Educational activities provided by staff help to build on what children know, can remember and do. Children sustain particularly good levels of concentration. For example, during group story time, staff sit with them, helping to support and extend their ideas. Children are confident to interact. For instance, they offer suggestions about what will happen next to the three little pigs.
- The manager and staff vary their teaching approach to support all children's different abilities. Time is taken to ensure that information from parents and advice from other professionals are implemented to help children achieve targets.
- Staff have high expectations of children's behaviour. They are positive role models who politely interact with colleagues to set a good example for children. As a result, children learn to be patient, take turns and use 'kind hands'. This encouraging behaviour management helps children to feel safe and secure.
- The effective care practice, implemented by the manager and staff, helps to promote children's emotional security. Children gain a good understanding of what makes them an individual. This helps to boost their self-esteem and confidence.
- Children form secure attachments to staff through the well-established system for key persons. Relationships are managed sensitively, further helping to boost children's independence and well-being. Staff are responsive to the changing needs of children and their families. They provide additional support for parents,

such as accompanying them to appointments with other professionals.

- The manager and staff engage effectively with the teacher at schools children move on to. Reflective practice is good. The manager ensures that she gains the opinion of her staff, parents, children and other professionals. She uses this information to identify areas for future improvement.
- The manager listens to her staff. This enables her to be alert to any pressures they are experiencing. She is realistic and constructive in helping staff to manage their workloads. As a result, they are energetic and the atmosphere is fun and inviting for children.
- The manager is keen to provide inclusive care and education. She achieves positive practice by implementing strongly shared values, policies and practice with her staff. The curriculum is planned well. Children are supported to gain knowledge that helps them achieve their next steps for learning and prepare for school.
- Staff give parents feedback about their children's achievements. However, parents are not always offered further guidance or ideas about how to extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff place safeguarding above all else. They implement effective arrangements to identify children who may need early help or who may be at risk of neglect or abuse. Staff regularly update their child protection training to ensure they remain aware of changing or worrying trends. This helps the manager and staff to quickly identify any risk of harm and secure the appropriate intervention or referral as needed.

What does the setting need to do to improve?

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

- explore ways to consistently share information with parents about how they can support children's learning at home.

Setting details

Unique reference number	203620
Local authority	Essex
Inspection number	10072491
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	38
Name of registered person	Great Bardfield Pre-School Committee
Registered person unique reference number	RP519140
Telephone number	01371 811580
Date of previous inspection	11 January 2016

Information about this early years setting

Great Bardfield Preschool registered in 1999. The pre-school employs nine members of childcare staff, of whom seven hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8.50am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Clements

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 discussed an evaluation of an activity with the manager.
- The inspector held a meeting with the pre-school manager to review relevant documentation, such as self-evaluation and evidence of the suitability of staff.
- The inspector spoke with children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

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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