

Inspection of Ford End Pre-School

Village Hall, Main Road Ford End, Chelmsford, Essex CM3 1LL

Inspection date: 10 March 2020

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 happily enter the pre-school and soon find an activity that interests them. They use their imaginations to create 'pizzas' in the well-resourced role-play kitchen. They develop their emerging mathematical skills when, for example, they sort the 'toppings' into labelled tubs. Children explore with all their senses, adding herbs and spices to the play dough. They practise saying new words, such as 'oregano' and 'garlic'.

Children listen to a story about why vegetables are good for them and raise their hands to show which ones are their favourites. They are introduced to a selection of real vegetables, learning the names of those that are less familiar, such as 'celery' and 'leek'. Members of staff correct misconceptions when children confuse a courgette with a cucumber, discussing why they are similar, but different. Children play a game and quickly identify which vegetable is missing from the tray. This helps them to remember what they have already learned, and builds on their existing knowledge and extends their vocabulary.

Children understand the rules of the pre-school. They stop and listen to instructions when they hear the bell ring. They are given jobs when it is time to tidy up, and cooperate well. Children know why they must not run inside, as they may 'fall over' or 'bump into someone'.

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

- The manager reflects on the provision and considers how she can make improvements to benefit the children. For example, low-level canopies were added to make the large hall cosier and to reduce noise levels. Staff have noticed that children are calmer and more engaged in activities.
- The staff team works well together. Staff feel well supported and comment that a reduction in paperwork has led to increased time playing and interacting with the children.
- Children have daily access to the garden, benefiting from fresh air and exercise. They make mud pies and discover how the texture changes when they add more water. Staff members help children to look for bugs with their magnifying glasses. They are reminded to be gentle when they find a beetle and study it closely. Adults make the most of the opportunity to introduce mathematics, encouraging children to count the number of legs on the insect. However, some interactions are less effective. Sometimes, staff ask questions and do not always give children enough time to respond and think of their answers.
- Children are encouraged to meet their own hygiene needs. They are reminded to use tissues to wipe their noses, or when sneezing, and access these independently. They know they must throw the tissue into the nearby bin and

wash their hands when they have finished.

- Snack times and mealtimes are sociable occasions. Children sit together and enjoy home-made soup, discussing it contains vegetables that are good for them. They are developing their independence and self-help skills. Children pour their own drinks and ladle cereal into their bowls.
- Staff gather information from parents about their children's development, from the beginning. This helps the key person to understand what children can already do. Staff use their ongoing observations to make regular assessments of children's development. However, they do not consistently identify next steps for children's learning that are unique to the individual child, to support children to make the best possible progress.
- The specific needs of children with special educational needs and/or disabilities are met well. They make good progress in the inclusive setting. Staff ensure activities, the environment and experiences are adapted to meet children's varying requirements. For example, when necessary, staff assess and reorganise the room to ensure it is safe and appropriate for all children. Staff work closely with other professionals to provide a consistent approach to children's care.
- Parents are well informed. They receive information so they are familiar with their key person before children start. Regular informal discussions and planned termly open mornings provide opportunities to discuss their child's development and how to support learning at home. Parents receive updates and information through monthly newsletters and online systems.

Safeguarding

The arrangements for safeguarding are effective.

The members of the staff team are aware of their roles and responsibilities to safeguard children. They describe possible signs and symptoms that may indicate a child is at risk. Staff are confident where to refer their concerns and liaise with other agencies to support children's well-being. They know about wider safeguarding issues, including identifying children who might be exposed to extreme behaviours and attitudes. Safe recruitment procedures include undertaking suitability checks of staff working with children. Children's attendance registers and accident records are maintained accurately and monitored to identify any patterns that may highlight children's well-being is compromised.

What does the setting need to do to improve?

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

- identify children's next steps in learning more precisely to help them make the best possible progress
- provide children with the time that they need to think, respond and express their own thoughts and ideas, consistently.

Setting details

Unique reference number	EY296696
Local authority	Essex
Inspection number	10062948
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 at time of inspection	2 to 4
Total number of places	24
Number of children on roll	18
Name of registered person	Mardell, Joanna Elizabeth
Registered person unique reference number	RP511311
Telephone number	07754 876330
Date of previous inspection	2 October 2015

Information about this early years setting

Ford End Pre-School operates from the village hall in Ford End, in Chelmsford, Essex. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications. The pre-school is open from Tuesday to Thursday during term time only. Sessions are from 8.45am until 2.45pm.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The manager explained to the inspector how the provision is organised and how they plan the curriculum to support children's progress.
- A joint observation of an activity was carried out by the inspector and the manager, and the quality of teaching was evaluated.
- The inspector observed children involved in activities, indoors and outside, and assessed interactions and their impact on children's development.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- A range of documentation was viewed by the inspector, including the safeguarding policy and evidence of staff's suitability.

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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