

Inspection of Heybridge Pre-School Ltd

Heybridge Primary School, Rowan Drive, Heybridge, MALDON, Essex CM9 4TU

Inspection date: 9 July 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is outstanding

Children develop secure attachments to staff and feel a sense of belonging. They are extremely self-assured. Staff place a high importance on each child's contribution to the pre-school. Children delight in their thoughts and opinions being valued. They eagerly put their hands up in circle time and readily share their thoughts on how they can create their own family trees. Children confidently introduce themselves to visitors and ask them questions.

Children develop excellent language and communication skills. They use complex words for their age, such as 'impressive' and 'available'. Children learn to recognise and sound out letters, and some children can read words in books. They develop excellent levels of independence. Children become very excited at the prospect of helping to tidy up. They are eager to help others with their tidying up tasks when they have finished theirs. Children develop high levels of empathy and understanding towards others. They are exceptionally well behaved.

Staff understand that children learn best when activities are based on their interests. For example, children excitedly talk about the European football tournament they have watched at home. Staff use this as an opportunity to teach children about following rules and caring for others. While playing football, they stop the game when one of them falls over to check they are okay before continuing. Children become absolutely mesmerised learning the national anthem and standing and singing like their football player heroes. This leads on to a discussion about the Royal Family. Children enjoy talking about them and comparing them to their own family members.

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

- The manager and deputy have worked extremely hard to implement focused improvements since the last inspection. They have implemented highly effective systems to monitor staff practice to enable them to identify training needs swiftly.
- Children are at the heart of everything staff do. Staff show they are passionate about making sure that every child gets the best start in life. Staff foster each child's uniqueness superbly. They carefully tailor the environment and their teaching practice so that children get the very best education for their individual needs.
- The managers and staff use funding for individual children exceptionally well. They assess how best to use it to provide the maximum benefits for the children. All children make excellent progress in all aspects of learning.
- Staff place a very high importance on children being ready for the next stage in their education, including school. They incorporate fun literacy activities

throughout all aspects of the pre-school. Children make excellent progress in their physical development, which supports their early reading and writing skills superbly.

- The well-being of staff is of high importance to the managers. They recognise that if staff are well supported, they can give children the best of themselves.
- Staff provide an outstanding environment that enables children to freely lead their own learning. Each area of the pre-school, including the garden, is carefully planned and extremely well resourced. Staff are very perceptive and know exactly when to step into children's play, to ask them questions and help build on what the children already know.
- Children with special educational needs and/or disabilities (SEND) make excellent progress. Staff take time to get to know the children extremely well so they can provide support that is completely tailored to them. Staff instinctively know if an activity is too much for a child and seamlessly adapt their practice to enable the children to feel secure.
- Staff foster excellent partnerships with parents. They work together to provide children with help in their learning in the pre-school and at home. During the COVID-19 (coronavirus) pandemic staff regularly checked in with families. They provided activities parents could do at home with their children. Staff continued to carry out their regular home visits throughout this time, to make sure families were keeping safe and well.
- Children settle into the pre-school exceptionally well. Staff carry out several visits to the child's home prior to them attending. This helps them gain a deep knowledge of each child's interests and skilfully support the move from home to pre-school.
- Staff understand the importance of challenging stereotypes. They encourage children to be themselves and be accepting of others. Children learn to value each other's similarities, differences, cultures and ways of life.
- The managers and staff form highly successful relationships with other early years settings, schools and health professionals. They work together with them to provide all round, in-depth support for the children.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have an excellent understanding of safeguarding. Children's safety and welfare are their highest priority. Staff know the families incredibly well and are very attuned to when children may be at risk. They take prompt action to protect both children and parents from harm. Staff have very effective relationships with other agencies and share information swiftly to ensure, to the best of their ability, that no harm comes to the children. Staff are very knowledgeable about the signs and symptoms of abuse, including wider safeguarding issues, such as extremism and illegal substance related concerns. Strict procedures are in place when recruiting new members of staff to ensure that they are suitable to work with children.

Setting details

Unique reference number	EY401963
Local authority	Essex
Inspection number	10136844
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	60
Name of registered person	Heybridge Pre-School Limited
Registered person unique reference number	RP529363
Telephone number	01621 853989
Date of previous inspection	12 December 2019

Information about this early years setting

Heybridge Pre-School Ltd registered in 2009. The pre-school employs six members of childcare staff, who all hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday term time only. Sessions are from 8.45am to 11.45am, 12.30pm to 3.30pm or from 8.45am to 2.45pm. Children can also stay for lunch from 11.45am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daniella Adams

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The inspector and the pre-school manager completed a learning walk together. The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and deputy manager. She looked at the relevant documentation, such as evidence of the suitability of staff and insurance documents.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021