

Inspection of The Beeches Pre-School Annexe

Forest Road Meeting Hall, Forest Road, Colchester, Essex CO4 3XG

Inspection date: 17 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and confident. They part from their parents and carers with ease and join their friends. Children understand the pre-school boundaries and follow the routines well. For example, they know the importance of good handwashing, before sitting down with their friends to enjoy a nutritious snack of fresh fruit. Staff sit with the children and talk about what they have in their lunch box and what they have done during the morning. This supports children's social skills.

Children are supported well to manage their own feelings. Staff give clear instructions and children know what is expected of them. Children's behaviour is extremely good. They receive consistent praise for their efforts, achievements and positive behaviours. Staff gently remind children about taking turns and sharing. Children are supported well to develop their independence skills. They pour their drink out during snack time, take themselves to the toilet and wash and dry their hands.

Children enjoy activities outside to develop their physical skills. They play in the 'builder's yard' moving sand around using a wheelbarrow, run about, kick a ball and whizz down the slide. Through well-planned-out activities, children are given opportunities to explore their curiosity. They examine objects to see if they fit in a pot and identify changes that occur when adding food colouring to rice.

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

- The manager and staff know children well and talk confidently about what they can do. Staff use children's interests to plan next steps in order to build on what children already know. They use observations and assessment effectively to monitor children's progress and address any gaps in their knowledge. Staff kept in touch with parents and children if they did not attend the pre-school during the COVID-19 (coronavirus) pandemic. They posted out activities for the children to complete at home with their parents, to help support their ongoing learning.
- Staff give children the opportunities to develop their mathematical skills and gain the knowledge of shape, size and volume. For example, when counting out scoops of rice.
- Staff ensure that children make good progress in their learning. The key persons know the children well and plan effectively for their next stages of development. Staff's knowledge of the children's abilities and interests enables them to implement a broad curriculum that gives children the skills they need to succeed.
- Partnerships with parents are strong. Staff work closely with parents to help ensure they meet their children's needs. They take time to get to know the

children and their families. Staff find out about children's interests to help them provide opportunities that they know children will enjoy. Parents speak extremely highly of the manager and staff. They appreciate the efforts staff have made to maintain good communication, saying this is helpful to reassure them that their child is happy.

- Staff extend children's experiences from home to enhance their learning. For example, they provide opportunities for children to dig and explore in the pre-school garden. To further extend this experience, children plant and grow vegetables, such as carrots and potatoes. This particularly supports children who have fewer opportunities outside of the pre-school to spend time outdoors.
- Staff ask children questions and discuss what they are doing to help develop their speech and language. Children communicate well and learn to express their emotions. However, staff do not use everyday opportunities to broaden children's communication skills. This means that children are not consistently supported to develop new ideas and their understanding of vocabulary.
- The dedicated manager and staff work effectively as a team. Staff report that they enjoy their work, and this helps them to provide a welcoming and happy environment for the children. This is evident throughout the pre-school and children demonstrate this through how settled and how engaged in the activities they are.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of what to do if they have concern about children's welfare. They are able to identify the signs and symptoms that may indicate a child is at risk of harm and know how they follow appropriate procedures. Staff are confident to report their concerns about children or staff. This helps to promote children's safety and well-being. The provider follows safer recruitment procedures when new employing staff. This helps to ensure that staff are suitable for their roles. The provider ensures that staff attend relevant training to deepen their knowledge of safeguarding issues.

What does the setting need to do to improve?

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

- support staff to enhance children's developing vocabulary.

Setting details

Unique reference number	EY559215
Local authority	Essex
Inspection number	10190177
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	23
Number of children on roll	23
Name of registered person	Beecham, Elaine Joy
Registered person unique reference number	RP513310
Telephone number	01206 866615
Date of previous inspection	Not applicable

Information about this early years setting

The Beeches Pre-School Annexe registered in 2018. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am to 3.30pm. The pre-school provides funded early education for two- three and four- year old children.

Information about this inspection

Inspector

Diane Middleton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector had a learning walk together and discussed how the curriculum is organised.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents spoke to the inspector about their children's experiences at the pre-school and the information staff share with them.
- The inspector held a meeting with the owner and the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.

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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