

Inspection of VIP Pre-School

Purford Green Community Centre, Purford Green, Harlow, Essex CM18 6HP

Inspection date: 20 October 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 of all ages are happy and excited to arrive at the nursery. Babies hold out their arms to staff who greet them affectionately. Older children separate from carers well and rush off to play with their friends. Children demonstrate they feel safe and secure in the nursery. They form close bonds with staff and regularly approach them for cuddles. Babies giggle with delight when staff sing and interact with them.

Children's well-being is a priority in the nursery. Staff support them to understand their emotions through age-appropriate activities. For example, during daily circle time, staff and children express how they feel. They then talk about what events have happened to make them feel that way.

Children are friendly and polite. They interact well with one another, willingly inviting others into their established games. Staff support these behaviours by role modelling good manners and respect towards children and adults.

Children of all ages demonstrate they are confident in the nursery. Staff encourage this by consistently praising children's efforts. They adapt activities well to meet the needs of individual children. For example, children are investigating the textures of pumpkins. Those who are initially apprehensive are encouraged to have a go using spoons.

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

- Managers and staff are very passionate about their role in supporting children's development. They create a warm and nurturing environment, where children enjoy learning. Staff plan exciting activities, which they adapt well to meet the needs of all children.
- Managers and staff are aware of children's individual circumstances. They use this information to support children's well-being and development. For example, when the setting is closed, managers allow planned access to the garden area for families.
- Parents speak highly of the nursery and staff. They value the quality of communication they receive daily as well as regular developmental updates about their children's progress. Parents also comment on the close relationship children have with staff.
- Staff have good knowledge of children's abilities and how to support them in developing further. They adapt activities well to meet the individual needs of all children.
- Staff use children's interests as the basis for their learning. For example, children choose to create portraits in the craft area. Staff use this as an opportunity to

support them in identifying significant letters and numbers.

- Children behave well in the nursery. They are kind and considerate towards others. When there are disputes over toys, staff are swift to intervene and encourage children to take turns.
- Staff use age-appropriate methods to support children's understanding of how to stay safe. During story time, they discuss how the 'Gruffalo's Child' feels on her own in the woods. Children then tell staff how they never wander off from their parents.
- Children are learning to be independent. Staff work hard to prepare pre-school children for the routines of school. They enjoy meals together at the table and discuss the healthy lunches they have brought. Staff encourage children to put on their own coats and shoes and offer support where necessary.
- Managers and staff work hard to establish strong relationships within the local area. This enables them to provide additional learning and development opportunities for all children. For example, the garden area has recently been expanded with help from families and the community.
- Staff support children's language development well in the pre-school area. They engage well with children during all activities and support their understanding of new words. However, the same high-quality interactions are not always observed within the baby area.
- Managers have rigorous recruitment and induction procedures in place. This ensures staff are suitable and have received the required training prior to starting in the setting. Managers conduct regular staff appraisals and training sessions. However, staff would benefit from more robust coaching and mentoring opportunities. This would support them in raising the quality of their teaching to a consistently high level.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their role in keeping children safe in the nursery. They demonstrate good knowledge of the signs and symptoms that can indicate a child is at risk of harm. Managers and staff all complete regular safeguarding and paediatric first-aid training to keep their knowledge up to date. Staff supervise children well indoors and in the large garden area. They complete regular risk assessments of the setting to ensure all areas remain safe for children.

What does the setting need to do to improve?

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

- establish more robust methods of coaching and mentoring to support staff in raising the quality of speech and language teaching to a consistently high level.

Setting details

Unique reference number	EY561108
Local authority	Essex
Inspection number	10190759
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	0 to 4
Total number of places	21
Number of children on roll	41
Name of registered person	Meade, Diane Michelle
Registered person unique reference number	RP561107
Telephone number	07863347794
Date of previous inspection	Not applicable

Information about this early years setting

VIP Pre-School registered in 2018. The provider employs seven members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above, including one who holds a level 7 qualification. The setting is open from 7am until 6pm on Monday to Friday, throughout the year. Staff provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education to assess the impact on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector and leader completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.
- The inspector checked documents relating to staff suitability and first-aid qualifications.

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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