

# Inspection of Bicknacre Preschool

c/o Priory School, Bicknacre Road, Bicknacre, Chelmsford, Essex CM3 4ES

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Inspection date: 1 July 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the setting happy and excited to begin their day. They have strong emotional attachments with the caring staff, who cuddle and comfort them as and when needed. This, along with the consistent and well-organised daily routines that children are clearly familiar with, helps children to feel safe and secure. Children are engaged and imaginative. They have great fun as they manipulate dough by squashing, squeezing and rolling it. This helps to promote their small muscles in readiness for developing further skills, such as pencil control.

Children behave well and show good levels of care and concern for others as they offer to help one another. Staff are skilful at knowing when to intervene and when to step back and allow children to resolve their own disputes. This helps children learn how to compromise as they listen to one another and agree a way forward. For example, they learn to take turns and shares popular toys.

Staff have high expectations for all children's learning, including those with special educational needs and/or disabilities. They provide a wealth of familiar resources to engage and excite children. Staff consider ways to help even the very youngest children to make choices for themselves.

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

- Staff sensitively join children in their play. They listen to children, make comments about what they see or do and ask them questions, allowing them time to think and respond. Staff often model language well, introducing children to new words and their meaning. During role play about visiting the doctors, children talk about the 'telescope'. Staff help them to learn the correct word, 'stethoscope', and explain how it is used. They also explain what a 'telescope' is and how it works.
- There are close partnerships with parents. Parents speak highly of staff and appreciate how well staff know each child.
- Staff build on the children's interests. For example, young children show an interest in making soup in the home corner. Staff provide lots of bowls, spoons and a wide variety of play fruit and vegetables for them to use in their 'silly soup' mixtures. Children squeal with delight as they add more and more ingredients to their mixtures. This helps the youngest children become deeply engaged in their play and to develop their imagination. While some staff demonstrate exemplary teaching skills, this is not yet consistently embedded throughout the pre-school.
- The manager develops an inclusive curriculum that supports all children and their individual learning needs. She is clear about what she wants children to learn. Staff work together very well as a team. They regularly discuss children's

progress, any gaps in learning and how best to support them.

- Children are supported in their creativity. They engage with a wide range of materials for long periods of time. They talk to adults and with each other about what they plan to make and how they might do it. Children try out a range of adventurous ideas, such as attaching a handle to a jewellery box made from an old egg box.
- Staff provide many opportunities for children to be physically active. They allow children ample opportunity to play outside where they run, jump and explore freely, while benefiting from fresh air and exercise. Children continually engage in conversations with their friends and with staff. Older children express themselves confidently and young children's speaking skills are developing well.
- Children are well prepared for moving to school. They talk excitedly with the inspector about the teacher from the local school, who visited them the previous week. They explain that she brought a teddy with her and refer to a book she left with them, which shows teddy in their new classroom. This helps children to become familiar with their new school setting and prepares them for the changes ahead.
- The manager and staff evaluate the quality of the pre-school successfully to make ongoing improvements. For instance, there are plans in place to develop the garden and provide more learning opportunities that include planting and growing. This improvement has been identified from the children's interest.

## Safeguarding

The arrangements for safeguarding are effective.

Staff access training and have regular updates from the designated lead for safeguarding. This helps them to have a good knowledge of the different types of abuse, including how children can be drawn into extremism. Staff are aware of who to report concerns to and how to record these. Staff talk to children about how to keep safe. They discuss the importance of wearing sun cream and sun hats to keep themselves safe when playing outdoors. The manager confidently discusses the secure procedures she follows when recruiting new members of staff. She checks the suitability of staff, both before and during their employment.

## What does the setting need to do to improve?

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

- build on the already good practice and seek further ways to help all staff raise their teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	402122
<b>Local authority</b>	Essex
<b>Inspection number</b>	10062913
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Bicknacre Preschool Committee
<b>Registered person unique reference number</b>	RP520658
<b>Telephone number</b>	07887 920 334
<b>Date of previous inspection</b>	9 July 2015

## Information about this early years setting

Bicknacre Preschool registered in 2007 and is situated in Bicknacre, Essex. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only, from 8.50am until 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Le Marie

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector went on a learning walk around the pre-school with the manager to gain understanding of the intention of the curriculum.
- A number of parents provided feedback about the pre-school through discussions with the inspector or written statements.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- A discussion was held with the manager and documentation was checked by the inspector.

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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