

# Inspection of Canewdon Pre School and Daycare

Canewdon Endowed Primary School, High Street, Canewdon, ROCHFORD, Essex  
SS4 3QA

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Inspection date:

4 November 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### **The provision requires improvement**

The setting is a welcoming place for children, who arrive happily each day. Children settle promptly, confidently accessing activities and resources of their choice. They form close bonds with the friendly and inclusive staff. This gives them confidence to explore their environments, inside and outside. Children manage their personal care well. They wash their hands competently and feed themselves, using cutlery at mealtimes. However, staff do not do enough to help children learn about sharing, turn taking and tidying away resources. Children's behaviour is often disruptive. They demonstrate a lack of respect towards others and their environment.

Children enjoy their time at the setting. They spend time building tall towers with bricks. Staff count with children as they do this, helping them gain awareness of mathematical concepts. Children show perseverance when completing puzzles. Staff praise children for trying hard and completing challenges. They understand the importance of helping children to develop their abilities in readiness for school. As a result, children are gaining key skills to support their future learning. However, staff do not consistently help younger children to understand the expectations during activities. This has a negative impact on their behaviour and ability to concentrate.

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

- The quality of teaching is variable. Staff understand what children enjoy and use their interests to plan activities. Children listen to an interactive story about witches, potions and fireworks with awe and wonder. However, staff do not adapt activities to suit the developmental needs of younger children. Therefore, some disrupt the activity for other children, as they quickly lose interest. This hinders the learning opportunities for all children.
- Staff do not help children to manage their feelings and emotions effectively or to understand how their actions affect others. When children's behaviour escalates, staff try different ways to explain why their response was inappropriate. However, this is not done in a way that helps children to understand, and they do not learn how to self-regulate their behaviour.
- The manager has close links with the school on site. She works with teachers to prepare children for school. The manager runs sessions on early writing and recognising numbers and letters. Children practise changing outfits for a physical education activity. As a result, children settle quickly into school life after a smooth transition from the setting.
- Staff encourage children's understanding of the world through a range of outings into the community. They take children to shops, parks and a local church. Children gain an understanding of safety when outdoors. Staff use these

times to teach children about wildlife, buildings and environments. Children enjoy these experiences while learning about the world around them.

- Parent partnerships are mostly effective. Staff gather information about children when they first start at the setting. This helps them to be flexible with the settling-in process to meet children's individual needs. Parents appreciate this support. They praise the setting for the daily updates on what children have been enjoying. However, sometimes, staff do not share enough information with parents so that they know about their children's progress in their learning and development.
- Children with special educational needs and/or disabilities are well supported. The manager is proactive in recognising and reporting concerns about children's development. She works closely with parents and professionals to provide the necessary support. Therefore, children settle quickly and make good progress in their learning.
- The manager gives staff's welfare a high priority, and they say they feel well supported. She regularly observes staff and gives them feedback. However, she does not ensure that some staff's professional development is focused sufficiently on improving their teaching skills. In addition, the monitoring of their practice is not robust enough to help staff develop the knowledge they need to become skilful practitioners.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have sufficient understanding of their responsibility to keep children safe. They have good knowledge of safeguarding, including the types of abuse and warning signs to look out for. Staff feel confident in reporting concerns within the setting to the safeguarding leads and local authority. Staff understand the wider safeguarding aspects, such as radicalisation. Staff keep thorough risk assessments for all areas of the provision, to help keep children safe. They have clear and stringent processes for fire safety and for accidents or incidents.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve behaviour management strategies and ensure that staff implement them consistently to support children's self-regulation and understanding of the expectations for acceptable behaviour	05/01/2024

focus on improving staff's teaching skills and interactions to support younger children to access learning and maintain engagement during activities.	05/01/2024
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**To further improve the quality of the early years provision, the provider should:**

- improve the monitoring of staff practice to develop their knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences
- strengthen partnerships with parents to enable a shared approach so that parents can be involved in their child's learning.

## Setting details

<b>Unique reference number</b>	EY455149
<b>Local authority</b>	Essex
<b>Inspection number</b>	10233863
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	20
<b>Name of registered person</b>	Holmes, Ann Jacqueline
<b>Registered person unique reference number</b>	RP904480
<b>Telephone number</b>	07533495522
<b>Date of previous inspection</b>	3 March 2017

## Information about this early years setting

Canewdon Pre School and Daycare registered in 2013 and is privately owned. The setting employs seven members of childcare staff, including the provider. Of these, five staff hold an appropriate early years qualification at level 3 and above. The provider holds qualified teacher status. The setting opens from Monday to Friday, during school term times only. Sessions are between 8.45am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne Brown

## 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 setting.
- The deputy joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- Staff, children and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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