

# Inspection of Goldingham Drive Community Pre-school

Goldingham Community Hall, Park Drive, BRAINTREE, Essex CM7 1AW

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Inspection date: 9 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children enthusiastically skip into this community pre-school and are greeted by friendly and nurturing staff. The children giggle with laughter and excitement as upon entering they realise that a cheeky Christmas elf has been up to some tricks. This joyful and positive atmosphere benefits the children as they explore the indoor and outdoor environments in a keen and purposeful manner. The learning environments are stimulating and extremely inviting. Children make their own play dough, weighing out flour and water, kneading it themselves before sharing it among their peers. Children enjoy mark making for purpose. A beautifully resourced 'loose parts' area supports children in developing their imaginations. Children have the freedom to express their personalities and creative flair however they wish.

Children cooperate well with their peers. Children have a great understanding of the behaviours expected of them. On occasion, older children remind their younger peers that it is good to share and use 'kind hands'. Children begin to develop independence as they learn to solve conflicts for themselves. They love listening attentively to stories and responding to familiar rhymes and songs. Children make significant progress in their speech and language development. Children understand mathematical concepts appropriate to their age and stage of development.

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

- Teaching is good and is designed in a way that helps children remember long term what they have been taught. For example, children point to a bucket of ice and say, 'look it's ice now because it has frozen'. Children articulate their knowledge and understanding of language across the early years foundation stage curriculum. Children hold thoughtful conversations with adults and their peers. However, staff do not consistently take advantage of opportunities during children's play to extend discussions to deepen their knowledge and understanding. Consequently, occasions that could provoke thought and encourage children to develop their critical thinking skills are missed.
- Parent partnership is a high priority and parents feel welcomed. They praise the excellent communication with staff before their children start. Staff use robust assessments and first-hand knowledge from parents to ensure that any gaps in learning are identified swiftly and support put in place to extend children's learning. However, staff do not ensure that all children understand changes in routines and this does not support their social development, growing independence and personal needs effectively.
- The manager and staff provide an inclusive setting where all children's individual learning experiences are important and recognised. Key staff know the children

well and plan activities and learning experiences to support them in achieving their learning goals. The environment and available resources meet the children's needs and promote their focus on learning. Children make progress in all seven areas of learning.

- Children benefit from awe-inspiring events such as incubating chickens' eggs and watching the chicks hatch. Not only are children being part of their care, it allows children to experience a real wonder of nature and opens endless possibilities for conversations. As a result, children learn about growth and caring for others in the wider world.
- Staff support children's emotional and physical well-being. Children love the outdoor learning space where they can run and jump, dig in the sandpit for treasure or paint a picture of their choice. Children learn how to prepare themselves to dress appropriately for the weather each day. Children enjoy the responsibility of putting their toys away at tidy-up time and delight in the encouragement and praise staff give them. Children talk about feelings through stories and discussions and children have the chance to talk about themselves to others. As a result, children develop self-esteem, which motivates a positive attitude towards learning.
- The manager is extremely passionate about providing children with the best start to their early learning and development. The manager is supportive to the staff and is 'hands on' with the day-to-day running of the pre-school. She reflects on staff's teaching skills and supports them with any additional training they wish to undertake or that will enhance their practice.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority and regular risk assessments ensure children's safety. The manager has a good knowledge of safe recruitment and ensures that all staff working with children are suitable to do so. Staff have robust safeguarding knowledge and can identify signs of potential abuse and/or neglect. Staff know what action to take if they are concerned about the welfare of a child. Staff have excellent knowledge and understanding of wider safeguarding issues, such as grooming and exploitation of children. Staff undertake regular safeguarding training and keep up to date with local safeguarding issues.

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

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

- build upon already good teaching to consistently challenge children's critical thinking skills to support even more progress in all areas of learning
- monitor all children's understanding of what is expected of them and increase their engagement and independence in making choices and managing their

personal needs.

## Setting details

<b>Unique reference number</b>	EY408780
<b>Local authority</b>	Essex
<b>Inspection number</b>	10263246
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Goldingham Drive Community Services Limited
<b>Registered person unique reference number</b>	RP904248
<b>Telephone number</b>	01376323305
<b>Date of previous inspection</b>	25 April 2017

## Information about this early years setting

Goldingham Drive Community Pre-school registered in 2010 and is situated in Braintree. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Louisa Taylor

## 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 manager and has taken that into account in their evaluation of the provision.
- The nursery manager and the inspector completed a tour of the setting both indoors and outdoors to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children spoke with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector.
- The inspector held a meeting with the manager. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other records.

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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