

Inspection of Nazeing Pre-School

Hyde Mead, Nazeing, Waltham Abbey, Essex EN9 2HS

Inspection date: 7 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 settle quickly in this friendly, welcoming pre-school. They separate from their parents confidently, greeting staff happily. They are keen to join in with play and excited to see what activities are available.

Children are encouraged and supported to be independent. They learn to self-register using individual name labels. Children begin to recognise letter patterns in their names. They take responsibility for their own belongings, and show pride in demonstrating this independence.

Children enjoy playing with each other with the wide variety of resources that are on offer. Their behaviour is very good. Staff model kind and calm behaviour to set a positive example for the children. Children are supported to share with their friends. They show respect and consideration for their peers and adults. They take turns with each other, respecting their friends' requests and being considerate.

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

- The key-person system is well embedded in this pre-school. The staff form strong links with the parents as well as children. This leads to children feeling safe, secure and happy in this welcoming environment.
- A child-led ethos offers children learning opportunities in line with their interests. Adults use their skills and knowledge to expand children's interests. They extend conversations to introduce new concepts, which adds to learning opportunities. Staff ensure that they use every opportunity to support children's language and communication skills. They are skilled in helping children to learn new words and to respond in sentences.
- Children are busy and engaged. This means that there is little disruption to their learning. Yet, on occasion, staff do not provide sufficient extension to activities to ensure that every child is challenged.
- Children develop their love of stories and books through frequent reading with staff. Books are available across all areas of the pre-school inside and out. Children request story time and adults readily join them to read the books chosen by the children.
- Children are well supported in learning to be independent. At snack time, children manage their own hygiene, and wash their hands independently. They experiment using different utensils to serve snack and pour their own drinks. They are encouraged to make healthy food choices. Children showed the inspector how they need to keep their teeth clean. They enjoy using the oral hygiene resources to practise good toothbrushing techniques.
- Children with special educational needs and/or disabilities make good progress and are included in every aspect of the day. Individual needs are supported. Adaptations are made to ensure that all children access all aspects of the

curriculum. Staff work in close partnership with parents and other professionals. This results in consistent individualised strategies to support children make progress. Additional funding for children is not always utilised effectively and this may result in missed opportunities that extra funding could offer.

- Parents report they feel very well informed of their child's day. They know their child's key person and feel that their children are well cared for. Parents report that their children make excellent progress. They praise the friendly community feel and the support they received when joining the pre-school.
- Staff report that they feel valued and appreciated. Leaders make use of their professional expertise to develop aspects of the curriculum. This leads to a dedicated team that strive to do their best for the children and families they care for. Staff feel supported to undertake higher level training to further develop their skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular safeguarding and child protection training. All staff know that it is their responsibility to keep children safe. They are well trained and know what signs to look for if they have concerns about a child. They have a good knowledge of child protection issues and know how to respond promptly and appropriately when concerns arise. Adequate numbers of staff are first aid trained, which allows them to respond swiftly to any accidents and incidents. Risk assessment is effective and ensures that operating on a shared site, staff maintain good levels of security to keep children safe.

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 consistently challenge and extend children's learning to help them to achieve as much as they can
- ensure that additional funding is consistently used to maximise opportunities that directly benefit individual children.

Setting details

Unique reference number	650108
Local authority	Essex
Inspection number	10276411
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	27
Number of children on roll	40
Name of registered person	Nazeing Pre-School Committee
Registered person unique reference number	RP520407
Telephone number	01992 899028
Date of previous inspection	14 July 2017

Information about this early years setting

Nazeing Pre-School registered in 1992. The pre-school opens Monday to Friday, from 8.45am until 11.45am and 12.30pm until 3.30pm, term time only. There are seven members of staff, five of whom hold early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Triscott

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.
- Parents shared their views about the pre-school with the inspector.
- The manager and inspector completed a joint observation of an activity to assess the quality of teaching.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector held discussions with the manager and staff about the monitoring of learning and development in the pre-school, and tracked the progress of children.
- The manager and the inspector discussed how the early years setting is organised.
- The inspector observed the quality of education to assess the impact on children's learning.

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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