

Inspection of Wivenhoe Pre-School

Wivenhoe Congregation Church, 101 High Street, Colchester CO7 9AB

Inspection date: 15 June 2023

Overall effectiveness	Good
------------------------------	-------------

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 flourish in the welcoming and exciting pack away pre-school. The quality of teaching is good. Staff invest time ensuring that the environment is child friendly and inspiring indoors and outdoors. Activities are planned around the children's interests. Children happily arrive with enthusiasm to start their day. They leave their parents with ease and immerse themselves in their play. There is a strong ethos of children learning through play. Well-planned and presented activities support children's curiosity and interests. Children can play uninterrupted as routines of the pre-school do not impact on their learning. Children demonstrate they are confident and secure and have established warm bonds with their key person. Younger children attending for the first time are fully supported. Nurturing staff are attentive and ensure that activities are inclusive. Children who are settling in receive very good support.

The staff fully consider and respect children's individuality and speak knowledgeably about the children in their care. Staff are kind and speak to children calmly. There is a happy atmosphere. Children understand the staff's high expectations, and their behaviour is good. They learn how to regulate their emotions through focused activities and learn the language they need to express their feelings. Children have made friendships and are generally kind to one another. They demonstrate they are good communicators and confidently engage visitors in conversation, asking lots of questions.

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

- A broad curriculum that covers all areas of learning is planned around the children's interests and what they need to learn next. There is a strong focus on children developing the skills they need to be independent learners. For example, children become good communicators and show they feel emotionally secure. Staff recognise the importance of these skills to ensure a smooth transition to school and for successful future learning. All children, including those who require additional support, make good progress from their starting points.
- The manager and her team invest time getting to know the children and their family. Parents are positive in their comments about the pre-school. They comment on the wonderful time children have and the learning that takes place. Parents say that staff show kindness, support and empathy to their needs as well as the children. They value and have complete trust in the staff. Parents are grateful for the activities provided to continue their child's learning at home.
- The pre-school's recruitment process is effective. Staff receive a thorough induction and are committed to ongoing training, which means that they are very experienced and qualified. They have a sound knowledge of child

development. Staff's own welfare is fully considered and supported. They say that they feel valued and happy in their roles. The manager is reflective and is committed to ensuring that the pre-school is the best that it can be. Good systems are in place to monitor staff's practice and ensure that any improvements required are swiftly identified and addressed.

- Children's mathematical thinking and understanding of simple mathematical concepts are fully supported throughout their play. They have immense fun with the exciting water activities. Children learn what floats and sinks as they experiment with the resources provided. They enjoy singing familiar number songs at group time and learn about subtraction. Mathematical language is introduced at snack time. For example, children learn that a 'whole' banana is 'two halves' when cut.
- Children are confident speakers and make themselves and their requests known to the staff. Staff engage children in meaningful conversation and provide running commentaries during activities. Most staff have a clear comprehension of how children develop their conversation skills and introduce new words to challenge their ability to communicate and increase their vocabulary. However, on some occasions, staff do not allow children enough time to respond or ask questions, to encourage them to think critically and problem-solve.
- Children are encouraged and supported to take care of their personal needs. They independently use the bathroom and know they have to wash their hands. Children are taught about keeping safe in the sun and can recall what they learn. For example, they tell visitors to the pre-school that they need sun cream and hats to keep safe in the heat. Children understand the importance of drinking water to keep hydrated.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is fully protected as the manager and her team ensure that they play in a safe and secure environment. They have a comprehensive knowledge of how to protect children from harm, including wider aspects of child protection and whistle-blowing. Staff routinely receive training to ensure that they are up to date with current practice and have a sound knowledge of child protection. They confidently speak of possible signs and behaviours that may cause concern and the procedures to follow. Children are taught how to manage risk safely through well-planned and supported activities. A stringent recruitment process means that children are cared for by staff who are suitable to do so.

What does the setting need to do to improve?

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

- improve effective questioning techniques to extend children's language, help

them think critically and solve problems independently.

Setting details

Unique reference number	EY467586
Local authority	Essex
Inspection number	10289640
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	33
Name of registered person	Wivenhoe Pre-School
Registered person unique reference number	RP532955
Telephone number	07594580055
Date of previous inspection	30 November 2017

Information about this early years setting

Wivenhoe Pre-School registered in 2013 as an incorporated company with charity status. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school is open during term time only. Sessions are from 9am to 1pm on Monday and Thursday and from 9am to 2.30pm on Wednesday and Friday.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager and the inspector had a learning walk together. They discussed the curriculum and what the team wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children during the inspection.
- Parents provided the inspector with verbal and written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023