

# Inspection of Wendens Ambo Pre School

Village Hall, Royston Road, Wendens Ambo, Saffron Walden, Essex CB11 4JX

---

Inspection date: 21 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is good**

Children demonstrate they are keen and eager to learn as they excitedly arrive at pre-school. They are greeted by attentive, nurturing staff. Children are enthusiastic, demonstrate they are settled and happy and become engrossed in their play, leaving their parents with ease. Children's individual interests and developing needs fully inform the curriculum. They are aware of the high expectations of the staff, who are good role models and speak with respect and kindness to the children.

Children's speech and language development is good and staff are skilful in their interactions with them. They are aware of the importance of introducing new words to help children's conversation skills and how to pose questions to encourage them to think. For example, children interested in body parts show sustained concentration and have meaningful conversations as they learn about lungs, the spine and kidneys and where they are positioned in the body. Children flourish outdoors and know how to keep themselves safe. They tell visitors to the pre-school they need to wear wellington boots and a coat to keep warm and dry. They are positively encouraged and supported to take care of their personal needs. Children learn the skills required for independence and for transition to school, and successful future learning.

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

- Children make good progress while at pre-school. They benefit from a broad curriculum, planned around their interests and what they need to learn next. All areas of learning are promoted well, both indoors and in the outdoor learning environment. There is a strong focus on supporting children's speech and language and emotional needs, and the pre-school are actively involved in the 'COVID Recovery Programme' within Essex. Children are taught by staff who are knowledgeable about how children learn and know their children extremely well.
- Children have formed close and positive bonds with their key person. For example, they excitedly talk about their train journey to see Father Christmas and happily share their experience, recalling information they have learned from their experience. They demonstrate they feel safe and secure and are aware of the high expectations for their behaviour. They use good manners at snack and lunchtime without prompting and are very happy and settled.
- Partnerships with parents are effective. The manager and her team take time in getting to know the children and the family. They understand the importance of professional but friendly working partnerships. Parents speak positively of their children's experiences at pre-school and the progress they make. Many comment on how welcoming and homely the pre-school is. Parents were keen to speak with the inspector and express their gratitude for the support and advice they receive from staff. They feel reassured leaving their children with the trusting

staff and say communication is good.

- The manager and trustees understand the importance of supporting the staff in their own professional development. Staff have a positive attitude towards training as they are aware of the importance training has, to improve outcomes for children. The manager is hands on and routinely monitors her staff's practice, supporting staff through supervisions and informal daily meetings. Staff retention is good as their well-being is considered and staff speak of feeling valued. They comment that they enjoy their time at pre-school.
- The quality of teaching and staff interaction is good. The curriculum is planned around all areas of learning and based on children's interests. However, the curriculum is not consistently challenging and, sometimes, children are unable to build on what they already know and extend their knowledge to a higher level.
- The pre-school is fully inclusive, and activities are planned to ensure all children can participate. The special educational needs coordinator is knowledgeable about her role. She effectively engages with parents and other agencies involved with the children to ensure all children receive the support they need to make good progress.
- Children enjoy stories at group time. In addition, there are some props and puppets available to encourage interaction. However, there is scope to inspire children's interest further, as staff do not always encourage children to take full advantage of books on offer.

## Safeguarding

The arrangements for safeguarding are effective.

Recruitment of staff is robust. There are good arrangements in place for induction and checking the ongoing suitability of staff to ensure they are suitable for their role. Children are taught how to keep themselves safe and healthy through planned activities. Staff demonstrate a secure understanding of how to protect children from harm. They all complete safeguarding training. This ensures they are fully up to date with the procedures to follow should they have a concern regarding a child's welfare. Staff speak confidently about their knowledge of the possible signs and behaviours that would cause concern and how to report these. This includes the pre-school's whistle-blowing policy.

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

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

- plan more opportunities within the curriculum to challenge children's thinking to consistently build on what they already know and can do
- plan and provide more opportunities for children to expand their enjoyment of books.

## Setting details

<b>Unique reference number</b>	EY493025
<b>Local authority</b>	Essex
<b>Inspection number</b>	10304906
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Wendens Ambo Pre School (CIO)
<b>Registered person unique reference number</b>	RP904691
<b>Telephone number</b>	07543 651 343
<b>Date of previous inspection</b>	5 February 2018

## Information about this early years setting

Wendens Ambo Pre School registered in 2015. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during term time. Sessions are from 9am until 3pm Monday, Tuesday, and Wednesday and from 9am until 1pm Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hartigan

## Inspection activities

- This was the first routine inspection the setting has 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 inspector and manager completed a learning walk together and discussed the curriculum and what the team wants the children to learn.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- Parents spoke with the inspector and gave feedback.
- A meeting was held between the inspector, manager and chair of trustees. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff members.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023