

# Inspection of Spinney Pre-School

The Spinney Infant School, Cooks Spinney, HARLOW, Essex CM20 3BW

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Inspection date: 15 February 2024

<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**

Staff greet all children enthusiastically when they arrive. Staff show that they are happy to see the children, who instantly feel welcomed and settle quickly to something they enjoy. Staff understand and follow the broad curriculum in place. They cater for all areas of learning while supporting the diverse needs of the children who attend the pre-school.

Staff use flash cards, simple board games and targeted discussions to help children to acquire language and to feel confident to use it. They help children to begin to understand how to decode and use written language. For example, children use written menus to help them choose different toppings to put on pancakes they have made from paper.

Staff provide children with plenty of opportunities to develop their small-muscle skills in readiness for early writing. Children use dough to mould, press and form different shapes. Staff extend these activities by giving simple instructions for children to follow. For example, staff say, 'I'd like you to roll out four hearts please.' They introduce the language of size, for example, as they ask children to get a small rolling pin and praise them for fetching the correct one. Staff skilfully focus on areas such as communication and language and personal, social and emotional development to support children to acquire the skills they need to be ready for the next stage in their learning. All children, including those in receipt of additional funding, children with special educational needs and/or disabilities, and children who speak English as an additional language, make good progress.

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

- The provider/manager has a good understanding of the children who attend the pre-school. Close links with local schools and other professionals involved in children's lives, as well as parents, ensure that they can adapt learning experiences they offer to meet the broad needs of the children who attend. They meet regularly with staff and spend much time working directly with children. They thoroughly understand what the pre-school does well and the areas they want to develop. Staff say that they feel their views are considered and they enjoy their work.
- All children, including those who speak English as an additional language, make good progress. Staff place high value on the languages that children speak at home. They learn simple words and phrases and make sure that all children can access books in their home language at the pre-school. This supports all children to feel a sense of belonging and to value what makes themselves and their friends unique. Staff enthusiastically take part as children use a range of equipment to style their hair in their pretend hair salon. Staff enable children to

lead the play, which supports their developing confidence and use of conversational language.

- Staff sensitively and calmly respond to any incidents of unwanted behaviour, which helps children learn to recognise and regulate their own emotions. Staff show children cards that demonstrate different emotions to help them understand how they are feeling and how their actions make other people feel. Staff quickly distract children when they recognise that emotions are rising, which helps to de-escalate any potential concerning behaviour. There are chill-out areas where any child can sit and have some time to themselves. Staff readily check on children in these areas to see if they need any extra support.
- Staff work hard to engage children. Children thoroughly enjoy singing and dancing activities where they rock and move their bodies to music. They sit in a ring and hold a fabric circle that they pull from side to side as they pretend to roll on the sea in a pirate ship. However, staff do not always accurately predict when some children may struggle to take part in large-group activities. As noise levels rise, it becomes harder for children to listen to what staff are saying, to process the information and respond.
- Parents praise staff's dedication. They feel able to come in and speak to their child's key person at any point and praise how well staff support their children's speaking skills. They comment that their children come home singing songs and have learned so much while at the pre-school.
- Risk assessment is effective. Action taken to improve risk assessment and supervision of children following a recent incident where a child was left unattended in the garden for a short period has been swift and effective. Staff act quickly to keep children safe and know what is expected of them. They are vigilant about children's whereabouts. They use headcounts and check the garden after everyone has played so that they know where children are at all times.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and effective safeguarding culture that puts children's needs first.

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

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

- sharpen the planning of activities to help staff consider how best to cater for the needs of children who find it harder join in with large groups
- consider how staff manage activities to support all children to be able to hear and listen to each other at these times.

## Setting details

<b>Unique reference number</b>	EY364602
<b>Local authority</b>	Essex
<b>Inspection number</b>	10332468
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Pollard, Guilia Christine
<b>Registered person unique reference number</b>	RP512409
<b>Telephone number</b>	07525 266784
<b>Date of previous inspection</b>	7 June 2018

## Information about this early years setting

Spinney Pre-School registered in 2007 and is based in Harlow, Essex. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school is open from Monday to Friday, term time only. Sessions are from 8.35am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Naomi Brown

## 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 inspector viewed the pre-school and discussed the safety and suitability of the premises.
- The provider/manager joined the inspector on a learning walk and talked about the pre-school's curriculum and what they want children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and reviewed several written testimonials from parents and took account of their views.
- The inspector looked at relevant documentation and reviewed 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.

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