

# Inspection of Canewdon Pre School and Daycare

Canewdon Endowed Primary School, High Street, Canewdon, ROCHFORD, Essex  
SS4 3QA

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Inspection date:

12 March 2024

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

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

### **The provision requires improvement**

Children are warmly welcomed into the setting by the staff. They are happy and settle well. Staff are caring towards the children. This helps the children form strong and trusting relationships with staff and peers. Children chat with each other as they complete puzzles or engage in craft activities together. They confidently approach new people, talking to them about their day and inviting them into their play. This demonstrates that they feel safe and secure in the nursery.

Children have fun taking part in interactive story times where they can act out stories with props. They join in singing sessions and eagerly participate in action rhymes. They are enthusiastic about joining in yoga sessions, where they move their bodies into different shapes. These activities promote children's communication and language skills, as well as their physical development.

However, there are times in the day when children's needs are not constantly met. This is because staff are carrying out routine tasks, such as nappy times or preparing snack. This takes them away from the main group of children for periods of time. The remaining staff are not always able to support all children's needs in a timely manner. As a result, some children's behaviour becomes challenging. This also has an impact on the quality of teaching as children are not always given the attention they need to achieve their full potential.

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

- Since the last inspection, the manager has taken positive steps to address the areas needing development. The team has worked with the local authority and has sought out relevant training opportunities. They have made improvements to benefit the children. For example, they now have an increased knowledge of safeguarding procedures and have taken all possible steps to ensure children are not exposed to risks in the setting. They demonstrate the capacity to continue to improve.
- Staff know their key children well and are clear about what they want them to learn next. However, interactions do not consistently build on what the children know and can do. As a result, children are not making the best possible progress. When staff interact with the children, they provide information and ask them simple questions. However, they do not regularly model a wide range of vocabulary or use effective questions to encourage children's thinking skills.
- Children are beginning to show an understanding of what is expected of them and the 'golden rules' they need to follow. They are praised when they behave well. However, on occasions when children struggle to regulate their behaviour and need support, staff do not use consistent strategies. They do not always provide suitable explanations to support children in developing a deeper

understanding of the rules and boundaries to help them learn to self-regulate their behaviour.

- Children's independence is promoted well. They are taught skills such as pouring their drinks, serving their food, and putting on their wellington boots. They put their belongings and artwork into their trays without needing reminding. They are encouraged to wash their hands before eating and wipe their noses and put the tissues in the bin. However, staff do not encourage the children to wash their hands after they have done this. In addition, staff do not always wash their own hands after helping children wipe their noses. This does not promote positive attitudes towards following good hygiene practice.
- Staff support children with special educational needs and/or disabilities. They work closely with parents and the local authority advisors to implement suitable strategies to support these children. They maintain appropriate records and share these as required with relevant agencies. This promotes consistency, both at home and within the setting.
- Staff form positive partnerships with parents who are pleased with the setting. Parents report their children are happy to attend. They feel the communication they receive about their children is effective. They are given support when needed. For example, staff support parents when children are potty training. The setting works in partnership with the on-site school to help children develop the skills they need in preparation for school. This helps to ensure a smooth transition when children progress to their next stage of learning.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
train staff to be more proactive in recognising when children require their support	26/03/2024
strengthen the quality of staff interaction and teaching to ensure that all children have consistent and appropriate support to help them achieve the next steps in their learning	26/03/2024

consistently implement positive behaviour strategies to help children develop a deeper understanding of the rules and expectations at the setting.	26/03/2024
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**To further improve the quality of the early years provision, the provider should:**

- support staff to implement the nursery's hygiene procedures in relation to handwashing consistently.

## Setting details

<b>Unique reference number</b>	EY455149
<b>Local authority</b>	Essex
<b>Inspection number</b>	10317848
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	26
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Holmes, Ann Jacqueline
<b>Registered person unique reference number</b>	RP904480
<b>Telephone number</b>	07533495522
<b>Date of previous inspection</b>	11 October 2023

## Information about this early years setting

Canewdon Pre School and Daycare registered in 2013 and is privately owned. The setting employs five members of childcare staff, including the provider. Of these, all five hold an appropriate early years qualification at level 3 or above. The provider holds qualified teacher status. The setting opens from Monday to Friday, during school term times only. Sessions are between 8.45am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lyndsey Barwick

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff 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 that this was having on children's learning.
- The inspector carried out a joint observation of free play with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at 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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