

Inspection of Ashingdon Preschool

The Cricket Pavillion, Ashingdon Road, ROCHFORD, Essex SS4 1RG

Inspection date: 15 July 2025

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this all-inclusive supportive setting. They arrive excited each day, eager to settle into the welcoming environment. Children form close bonds with the encouraging and nurturing staff. Staff get to know children very well and support them to become confident explorers.

Leaders have incredibly high ambitions and expectations of children. Their curriculum focuses on supporting children to gain the necessary skills for school. Staff teach specialised programmes to support this transition. Children develop excellent self-help skills, as well as a deeper knowledge base in all areas of learning as a result. They feel ready to start school by the time they leave.

Children behave exceptionally well. This is due to clear routines and role modelling. Staff use simple and clear instructions to explain what is happening now and next. As a result, children know what is expected of them. They love to tidy away and set up activities. Atmosphere also remains calm and transitions between activities run smoothly. Staff demonstrate excellent listening, sharing and turn-taking. Children therefore, wait patiently for their turn to match animals in a group activity. They listen and show interest in what others are saying and learning. Children also celebrate other children's success, as they learn that this is the way to be kind and supportive.

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

- Staff create a stimulating learning environment. By getting to know children, staff create enriching activities. Children therefore, engage incredibly well. They love creating narratives through role play. Children make 'meals' and become food delivery workers. They adore singing with actions and moving to music. Children become highly self-expressive through these opportunities.
- Staff teach to outstanding levels. Children thrive as they take on challenges. They learn how to create circuit boards by connecting parts. Children squeal in delight when they successfully turn the light bulb on and the fan flies up. Staff superbly challenge and praise children, who learn to solve problems for themselves. Staff introduce information enthusiastically to gain children's interest. Children listen in wonder and ask questions to find out more. They make amazing progress in all areas of learning, as a result.
- Staff create an environment that is incredibly rich in language. They introduce and repeat language for children to learn. When children are looking out the window with binoculars, staff ask questions to find out what they can see. Staff introduce not only the names of wildlife, but also key information about them. They extend children's vocabulary seamlessly so they can talk about what they can see in more detail. Children fast become expressive communicators, as a

result.

- Children with special educational needs and/or disabilities are exceptionally well supported. All staff are highly knowledgeable about how children learn. They are quick to recognise when children need additional support. Leaders work with staff to create individualised support plans for children. This includes working with families and other professionals on shared outcomes. As a result, children make the good progress they are capable of.
- Mathematics is superbly embedded in the curriculum. Staff ensure that all activities contain elements of mathematics. Children count how many adults and children are in the room, using their fingers. They practice writing numbers in the air. Children talk about the shapes of fruit at snack time. They learn to count play money in the role-play area when customers pay for food. This helps children to make excellent progress in mathematics.
- Staff skilfully include literacy and learning of letters and sounds into activities. They read stories with animation and expression. Children are keen to find out what happens next. Staff talk about the storylines so that children gain deeper understanding. Children then choose to look at books themselves. Staff also create amazing opportunities for children to make marks and learn about the letters and the sounds they make. Children soon learn to recognise and write letters.
- Parent partnerships are commendable. Parents praise the setting for how quickly their children settle. They believe this is due to the clear routines and caring nature of staff. Parents appreciate the regular updates on what their children enjoy and learn each day. They praise the setting for their support with children's transitions and readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	402187
Local authority	Essex
Inspection number	10398292
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	26
Number of children on roll	43
Name of registered person	Ashingdon Pre-School Limited
Registered person unique reference number	RP907202
Telephone number	07977955263
Date of previous inspection	14 October 2019

Information about this early years setting

Ashingdon Preschool registered in 1999. A team of seven staff are employed. Of these, two hold early years qualifications at level 3 and one at level 5. Two staff hold qualified teacher status. Session times are from 8.30am until 11.30am, and 11.45am until 2.45pm, Monday to Friday, during school term time only. The setting provides funded early education for all eligible children.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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