

Newhall Pre-School

Mark Hall Community School, First Avenue, HARLOW, Essex, CM17 9LR



Inspection date

16 April 2015

Previous inspection date

6 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have increased their knowledge and delivery of the learning and development requirements. They have established an effective observation and assessment process, which identifies children's abilities against the typical expectations for their age. Staff seek and share information with parents about children's achievements and progress.
- The pre-school staff have made considerable improvements to their understanding and delivery of the Early Years Foundation Stage. They have attended further training, which has enabled them to improve staff recruitment procedures to effectively safeguard children.
- Staff demonstrate a good knowledge and understanding about their individual role and responsibility to protect children and keep them safe from harm. They keep clear and comprehensive records which underpin their good practice.
- Close bonds and attachments between the staff and children ensure that they are happy and enjoy their time in the pre-school. Children's good relationships with their key person effectively supports their emotional well-being.

It is not yet outstanding because:

- Staff do not always maximise challenge for the older and more-able children.
- Links with other settings that children attend are not yet maximised, in order to optimise consistency in children's learning.

What the setting needs to do to improve further

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

- increase links with other settings that children attend in order to maximise consistency in children's learning
- expand the opportunities for older and more able children to be challenged in the activities and daily routine, in order to increase their learning to the very optimum.

Inspection activities

- The inspector observed activities in the main room and in the outside area.
- The inspector carried out a joint observation and discussed staff practice with the manager.
- The inspector examined a selection of documentation including evidence of the suitability of staff, policies and procedures and children's information.
- The inspector took into account the views of the parents spoken to at the time of the inspection.
- The inspector spoke to a sample of staff and children throughout the inspection.

Inspector

Susan Parker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The manager and staff have greatly improved their knowledge of the Early Years Foundation Stage through research and training. The significant improvements to their understanding have enabled them to provide good quality teaching for children. The staff regularly observe children and they use the information to accurately assess and measure children's progress from their starting points. Children's communication and language is supported by the staff. They respond to their developing words and they are tuned into children's individual ways of communicating. This gives children real confidence and self-esteem to know that they are understood and their feelings are valued. As a result, children are making good progress in their learning and development, because of the improvements to the staff's knowledge and practice. Partnerships with parents are effective in ensuring that children's learning and development are consistently supported at home, as well as in the pre-school. For example, children borrow books to share with parents at home. Information is shared with parents and carers verbally at the end of each session and through sharing the children's assessment records. However, there is room to enhance links with the other settings that a small number of children attend in order to make the most of consistency for children's learning.

The contribution of the early years provision to the well-being of children is good

Children arrive happily; they are confident and independent. They regularly take part in whole group activities, such as painting and circle time. This enables them to begin to gain confidence in learning in group situations. Children who are settling-in are supported by caring staff who give them the time and use of comforters to make their move into pre-school less anxious. The staff successfully promote children's self-motivation and confidence. As a result, children's learning, skills and emotional well-being are developing in readiness for school. However, on occasion, staff do not always provide suitable challenge for older and more able children. For example, staff help all children to put on their high visibility jackets rather than encouraging them to try this independently.

The effectiveness of the leadership and management of the early years provision is good

The manager and staff have effectively improved the system for monitoring and supervision of the staff and the quality of teaching provided for children. The manager has also attended further training, which has enabled her to ensure that she provides a robust recruitment process. This includes all the sufficient information, which enables her to judge staff suitability to work with children. Since the last inspection, the manager has established an effective system for monitoring and assessing children's learning and development. This has resulted in improved assessment of children and has supported their good overall progress. The manager and staff continue to seek training and information to maintain and further improve children's learning.

Setting details

Unique reference number	EY461937
Local authority	Essex
Inspection number	998583
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	21
Name of provider	Shelagh Maria Donovan
Date of previous inspection	6 November 2014
Telephone number	07944 415446

Newhall Pre-School was registered in 2013. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday, during the school term times. Sessions are from 9am until 12noon. The pre-school provides funded early education for three- and four-year-old children.

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