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| Inspection date | 27 April 2016 |
| Previous inspection date | 6 October 2011 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff provide strong support for children's personal, social and emotional development. They promote children's confidence and help them to establish a firm sense of belonging, in order to help them benefit from the learning experiences on offer.
- Children make the most of the opportunities for outdoor learning. The staff plan and provide children with exciting and interesting outdoor experiences, each of which is supported with good quality teaching.
- Staff successfully engage parents in children's learning. They continually seek information about children's experiences at home and enjoy celebrating their successes. The sharing of information about children's ongoing achievements helps to ensure children make good progress.
- Leaders and managers have rapidly embedded highly effective evaluation and action planning. They engage the whole staff team, children and parents in helping them to decide how to improve practice and the provision for children's learning.
- The manager is effective in promoting opportunities for staff to enhance their skills with continuous professional development. Regular supervision and appraisals enable staff to identify their own strengths and areas for improvement.

It is not yet outstanding because:

- Some whole-group activities are too long to enable all children to engage throughout and to get the most from the learning experiences.
- Staff do not consistently use the correct pronunciation of letter sounds when teaching phonics.

What the setting needs to do to improve further

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

- review the organisation of large-group circle times to ensure they are effective in supporting every child's learning
- explore opportunities for staff to enhance their knowledge and confidence of teaching phonics.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager and the nominated person from the committee.
- The inspector looked at relevant documentation, such as, the pre-school's self-evaluation, policies, children's progress records and the evidence of the suitability of both the staff and committee.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Strong leadership and the robust implementation of structures to monitor staff practice and track children's progress are having a positive impact on maintaining good standards. The supervision programme for staff is working well. Experienced staff are supporting those who are new to the pre-school to develop their skills using highly suitable coaching and mentoring strategies. All staff demonstrate an uncompromising determination to offer children the very best experience of pre-school. They are committed to training to improve their teaching skills. The staff work very closely with the local school and children's centres in order to support children and their families. They have used additional funding effectively to help children access additional learning experiences and to enhance the range of resources.

Quality of teaching, learning and assessment is good

There is plenty for children to do indoors and outside. The staff plan effectively for children's individual learning needs. They base this on children's expressed interests, continually building on what children know and can do. The current topic on fairies and magic is inspiring all of the children. They are using their imagination to great effect as they create spells and magical events. Children using the outdoor mud kitchen are very inventive. They describe in great detail what they are making. Staff carefully consider how to engage children and encourage them to use resources in different ways. They use open questions, helping children to think and explore their own ideas. Staff make very good use of storytelling to engage and involve children in developing a love of books. Children concentrate well and participate in parts of the story that they know well. Staff use observations and their assessments of children to inform consistently effective teaching.

Personal development, behaviour and welfare are good

Children are happy and settled at the pre-school. They build strong bonds and attachments with staff and form close friendships with other children. They behave well, learning quickly from staff, who role model kind and considerate behaviour towards others. Staff are consistent in their approach to effectively promoting positive behaviour. They spend time talking to children calmly and kindly about feelings and expressing emotions in a positive and safe way. Staff provide exceptional care for children's medical needs. They carefully monitor children's health and maintain a meticulous log of testing and medication given. There are very good opportunities for children to develop their independence and the staff effectively promote a healthy lifestyle.

Outcomes for children are good

All children are achieving well. They make good progress from their individual starting points. Staff promote children's mathematical learning well. Children confidently count and sort objects according to specific characteristics. They use mathematical language accurately to describe the things they build and are good at comparing the height and weight of structures and materials. Children are quickly developing their writing and are eager to put their name on their work. Children have a positive attitude to learning and gain valuable skills, in readiness for the next stage of their education in school.

Setting details

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| Unique reference number | EY269973 |
| Local authority | Essex |
| Inspection number | 860744 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 46 |
| Name of provider | Fyfield Pre-School Committee |
| Date of previous inspection | 6 October 2011 |
| Telephone number | 01277 899 678 |

Fyfield Pre-School was registered in 1992. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at levels 2 or 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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