

# Constantine School House

54 Constantine Road, Colchester, Essex, CO3 3DX



## Inspection date

6 June 2017

Previous inspection date

4 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are happy and content. They enjoy playing in the relaxed, calm environment and make friends with other children. This helps to support their emotional well-being and social skills successfully.
- All children make good progress in relation to their individual starting points. They learn to recognise and manage their own needs, such as knowing when they need a drink or something to eat.
- Children behave well and are considerate and respectful of others around them. Staff help children learn how to share, take turns and play together.
- Staff work closely with parents when children settle in. They gather a wide range of information, such as children's care routines, which helps them to provide appropriate levels of support and reassurance.
- Staff share information about children's learning and development with local school teachers prior to children starting. This helps teachers to understand what children need to learn next and their current abilities.

### It is not yet outstanding because:

- Younger children are not fully able to develop and extend their imaginary play independently.
- Staff have not fully explored all avenues to help further support children who speak English as an additional language.

## What the setting needs to do to improve further

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

- extend opportunities for younger children to develop their imaginary play further
- build on existing systems to gain a greater understanding of children's home language, in order to further support those who speak English as an additional language.

### Inspection activities

- The inspector spoke to children, parents, staff and the provider.
- The inspector observed children playing and interacting with staff.
- The inspector checked evidence of the suitability of staff and sampled relevant documents, including policies and procedures.
- The inspector held discussions with staff in relation to children's learning and development.

### Inspector

Sue Mann

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of the possible signs and symptoms which indicate a child is at risk of harm. They are vigilant in their monitoring of children's attendance and know the procedures to follow to report any concerns about children's welfare or safety. Staff form good partnerships with other settings that children attend and professionals, such as health visitors. For example, staff meet with parents and health visitors to discuss children's progress when they are aged between two and three years. The provider, who is the acting manager, monitors and observes staff's practice regularly. She meets with them to discuss areas for development and relevant training opportunities, which helps to raise the quality of teaching.

### Quality of teaching, learning and assessment is good

Staff provide children with a wide range of activities and experiences. For example, older children spend extended periods of time cutting up vegetables, such as carrots and broccoli, which they mix with pieces of bread and dried pasta to make carrot cake for staff. Staff encourage children's mathematical awareness successfully. Children freely count in their play and use appropriate mathematical language, such as sphere and cube, when naming shapes. Staff regularly observe and assess children's achievements, which they share with parents. There are frequent opportunities for parents to share their knowledge of what children do at home, which helps staff to plan relevant learning experiences.

### Personal development, behaviour and welfare are good

Children have very good relationships with staff and eagerly take part in planned and spontaneous activities. For example, when staff announce an activity, children quickly sit down and engage in the game. Younger children enjoy playing with small figures and animals. Staff sit with them and encourage children to think about what the toys may do. Children respond, using their knowledge of favourite television characters. For example, they tell staff the name of the character and that he is going to get wet as it is raining.

### Outcomes for children are good

Older children develop a wide range of skills which helps to prepare them for their move to school. They are independent and take care of their environment. For example, children choose what they want to play with and put the resources away when they have finished with them. Children have a wide range of opportunities to develop their physical skills. They learn to hold pencils correctly and explore the play equipment outside. Younger children eagerly explore paint and gloop, enjoying making marks and patterns with their fingers.

## Setting details

<b>Unique reference number</b>	EY444486
<b>Local authority</b>	Essex
<b>Inspection number</b>	1060106
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Collette Marie Wood
<b>Registered person unique reference number</b>	RP909742
<b>Date of previous inspection</b>	4 October 2012
<b>Telephone number</b>	01206 768130

Constantine School House registered in 2012. It operates from a converted house in Colchester, Essex and is privately owned. The nursery opens Monday to Friday from 7.30am to 6.30pm, throughout the year. There are 11 members of staff, of whom ten hold relevant early years qualifications, including one who has early years practitioner status and one who is a qualified teacher. The provider receives funding to provide free early education for children aged two, three and four years.

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