

# Nazeing Pre-School

Hyde Mead, Nazeing, Waltham Abbey, Essex, EN9 2HS



<b>Inspection date</b>	14 July 2017
Previous inspection date	19 June 2014

<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 confident and self-assured. They behave well and make strong attachments to staff. They develop a sense of belonging and they settle well.
- Staff work closely in partnership with parents and discuss children's development with them from the beginning. They conduct early assessments of children's development with parents, including a progress check for two-year-old children.
- Children make good progress in their learning and development. Staff understand how children learn and provide challenging experiences to encourage their continuous development.
- Staff observe children closely and accurately identify any gaps in their learning. They work with individual children's parents to secure effective interventions to ensure that gaps in their learning close quickly, having regard to their starting points and abilities.
- Managers and staff evaluate the effectiveness of activities. They seek the views of parents regarding the service provided to them and their children, and they set targets for continuous improvements.

### It is not yet outstanding because:

- The current arrangements for staff support and supervision are not rigorous enough to clearly identify how individual staff members can raise the quality of their practice to be better than good.
- Monitoring of the progress of groups of children to highlight any gaps in teaching and learning is not yet fully embedded.

## What the setting needs to do to improve further

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

- strengthen the current arrangements for staff support and supervision, and identify ways to raise the standard of teaching practice to an outstanding level, to promote excellent outcomes for children
- expand existing monitoring systems that make comparisons between different groups of children to help all children make the best possible progress.

### 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 carried out a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and spoke to committee chair, staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's progress records, attendance records, policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff receive regular updates and guidance in safeguarding practice to ensure they understand how to protect the children in their care. Managers regularly review their policies in line with local authority guidelines. Procedures for staff recruitment follow safe practice, and the suitability of all adults in contact with children is checked. Staff benefit from regular training courses to help them to keep up to date with current practice. Parents are fully involved in the pre-school and they are invited to participate in activities. Arrangements are made regularly for parents to meet with staff to discuss their children's learning and progress.

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

Children receive lots of individual attention from staff who help to extend their learning as they play. For example, when children write letters for their parents, staff find them an envelope and show them how to address it. Children's communication and language skills are good and they become confident speakers, including children who are learning to speak English as an additional language. Staff use symbols, words and visual resources to support children's developing vocabulary and understanding. Staff help children to develop a keen interest in books. For example, they produce puppets and soft toys to enhance children's interest in stories, which helps to bring a story to life. Staff ask children questions to help stimulate their thinking and asks them to solve simple problems, such as adding and taking away objects.

### Personal development, behaviour and welfare are good

Children learn how to make healthy food choices. For example, they eat fruit for their snack and play games to identify which foods are healthiest. Children become independent from an early age. Staff teach them how to tidy away their resources and do things for themselves, such as pouring their own drinks. Children have lots of fun in the pre-school. They enjoy imaginary play. For example, they role play doctors and patients, or shopkeepers. Children have many opportunities to explore physical play resources in the outdoor environment and they grow and tend plants. They learn about people who are different from themselves and learn tolerance, kindness and respect. Children learn to care for each other and to take turns and wait. Staff set clear and consistent boundaries for children's behaviour and treat children with affection and care.

### Outcomes for children are good

Children make good progress in readiness for school. They enjoy visiting school classrooms and showing teachers their work. They use scissors and other tools to help them develop hand control in readiness for early writing. Children recognise letters in their name and find out that words printed in books have a meaning. They learn to count and recognise colours and shapes.

## Setting details

<b>Unique reference number</b>	650108
<b>Local authority</b>	Essex
<b>Inspection number</b>	1087857
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Nazeing Pre-School Committee
<b>Registered person unique reference number</b>	RP520407
<b>Date of previous inspection</b>	19 June 2014
<b>Telephone number</b>	01992 899028

Nazeing Pre-School registered in 1992. The pre-school opens Monday to Friday, from 9am until 11.45am and 12.30pm until 3.15pm, term time only. There are five members of staff, two of whom hold early years qualifications at level 3 and the manager holds qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

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