

# Wivenhoe Pre-School

Wivenhoe Congregation Church, 101 High Street, Colchester, CO7 9AB



<b>Inspection date</b>	30 November 2017
Previous inspection date	15 January 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

- Teaching is good. Staff provide a broad range of interesting and stimulating activities and children are motivated and enthusiastic to join in. All children are making good progress.
- Children thrive in this warm and welcoming pre-school. Staff are kind and nurturing. Children develop good social skills, gain confidence and form close bonds with staff.
- Self-evaluation is effective. All staff have a commitment towards improvement and enthusiastically reflect on and evaluate all aspects of the provision. The manager regularly seeks the opinions of staff, children and parents to pinpoint priorities for future development.
- Children behave very well. Staff are good role models. They speak to children in a calm and respectful manner. An effective key-person system is in place. Children enjoy close and caring relationships with all staff and this helps them to feel settled and support their emotional well-being.
- Staff establish strong and trusting partnerships with parents. They work closely with parents to support children's individual care, development and learning needs.

### It is not yet outstanding because:

- Sometimes, staff do not organise group activities well enough to make sure that younger children can fully join in.
- Systems for analysing the progress made by different groups of children are not fully implemented.

## What the setting needs to do to improve further

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

- focus more closely on encouraging younger children to be fully involved during group activities
- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

### Inspection activities

- The inspector observed activities in the pre-school and outdoor area. She assessed the impact activities have on children's learning.
- The inspector spoke to children and staff during the inspection to obtain their views.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager. She looked at relevant documents and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a good understanding and knowledge to help them to recognise and report any child protection concerns. The manager uses thorough procedures to ensure the safe recruitment and ongoing suitability of staff. For example, all staff understand their responsibility to disclose any changes to their personal circumstances which may affect their ability to work with children. Staff have opportunities to discuss their professional development through regular supervisory meetings. Staff make effective use of the information gained from their training. For example, they have made alterations to the pre-school environment to help promote children's early writing.

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

Staff have a secure understanding of how children learn and develop. They provide a good balance of planned and child-initiated play. Staff observe children at play. This helps them to identify what children already know, what they can do and what they need to learn next. Staff use their good teaching skills and give children time to explore and solve problems. Children delight as they investigate the different herbs growing in pots. Staff encourage them to talk about what they can smell and see. They successfully support children's vocabulary as they name the plants. Children's mathematical development is well supported. Children have lots of opportunities to count, sort and match. For example, staff model how to count how many children are at the pre-school.

### Personal development, behaviour and welfare are good

Staff form strong relationships with the children. They know them well and take account of their individual needs. This means children settle quickly into the pre-school and feel secure. Children's social and emotional development are promoted well. Children learn to make relationships, which helps to develop their self-confidence and self-awareness. Children are provided with healthy snacks and staff discuss healthy food choices. This helps children to be aware of the importance of healthy eating. Staff enable children to manage a few safe risks. For instance, they provide gentle reminders as they use the outside play area. Children demonstrate high levels of independence. They know where to find their belongings if they need them and they wash up their plates after snack time.

### Outcomes for children are good

Children make at least the expected progress for their age. They develop the skills required in readiness for their move to school. Children make independent choices during play activities, indoors and outside, from the interesting and well-resourced environment. They show good concentration skills and an eagerness to learn. Children learn that some children's lives are different to their own and learn to respect these differences.

## Setting details

<b>Unique reference number</b>	EY467586
<b>Local authority</b>	Essex
<b>Inspection number</b>	1088199
<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 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Wivenhoe Pre-School
<b>Registered person unique reference number</b>	RP532955
<b>Date of previous inspection</b>	15 January 2014
<b>Telephone number</b>	07594580055

Wivenhoe Pre-School registered in 2013 as an incorporated company with charity status. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and three at level 3. The pre-school opens four days per week. Sessions are from 9am to 1pm on Monday and Thursday and 9am to 2.30pm on Wednesday and Friday during school term time.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

