

Writtle Green Pre-School



Longmeads Community Centre, 12-14 Redwood Drive, Writtle, Chelmsford, Essex CM1 3LY

Inspection date	6 November 2018
Previous inspection date	26 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff have developed extremely good working relationships with other professionals involved in children's lives. They fully understand the importance of joint working and share important information that helps to ensure consistency in children's care and learning.
- Children thoroughly enjoy spending time outside in the fresh air. They engage very well in an exciting range of play opportunities. This helps to ensure that children's individual learning styles are effectively supported wherever they choose to play.
- Staff promote children's communication and language development successfully. They talk to children about what they are doing and regularly introduce new and descriptive words. Children eagerly join in conversations and staff support them to learn about taking turns to speak and listen to others.
- Parents report that the staff are 'lovely' and that they feel confident to approach them. They say that when they drop their children off in the morning it feels like they are leaving them with 'family members'. Parents describe the atmosphere in the pre-school as relaxed.

It is not yet outstanding because:

- Staff do not consistently make the most of their good relationships with parents to support them to complement and extend their children's learning at home.
- At times, staff do not promote opportunities that encourage children to fully explore and discover their ideas.

What the setting needs to do to improve further

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

- make more use of the strategies that are in place to support parents to complement and extend their children's learning at home
- provide further opportunities for children to fully explore and develop their own ideas.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with one of the supervisors.
- The inspector held a number of discussions with the supervisors, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the supervisors and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion provided at inspection.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have completed training that helps them to understand how to keep children safe. They know how to recognise and report any concerns about children's welfare. There are effective recruitment procedures in place. This ensures that all staff complete checks to ensure that they are suitable to work with children. The effective induction programme means that staff are able to develop a good understanding of their responsibilities in their first week of employment. Ongoing supervision meetings identify and support staff's professional development. This helps to ensure that children benefit from their up-to-date knowledge and understanding. Parents access an online system which gives them information about their children's level of development. Staff use additional funding for children well to support their good progress. For example, children enjoy taking part in games that help them to learn about taking turns and sharing.

Quality of teaching, learning and assessment is good

When children start pre-school, staff gather information from parents to help them understand their level of development. Overall, staff interact well with children and provide good-quality teaching. Children watch with great interest as they attempt to work out what happens to their cup of water as it runs through a series of tubes and pipes. They are encouraged to learn about numbers as they sing songs. Children competently count how many pretend 'currant buns' staff have made from dough. They are keen to discover how many are left each time a bun is taken away. Children are very excited to tell staff about their experiences outside of the pre-school. Staff encourage them to practise their language skills through conversations about firework night. Children take part in activities that help to build the small muscles in their hands needed for writing. For example, they mould and manipulate dough and successfully fit puzzle pieces together. Children learn about volume and capacity as they fill and empty containers with sand and water.

Personal development, behaviour and welfare are good

Children are happy to meet with their friends in the warm and welcoming environment created by staff. They show that they understand and can follow instructions. At snack time they confidently learn how to spread butter on rice cakes. Children enjoy the positive attention given to them by staff. This helps to build their self-esteem and confidence effectively. Children learn about healthy lifestyles. They follow good hygiene routines and many can independently attend to their own personal needs. Children are supported to learn how to stay safe. Staff recall discussions about why children need to be 'very careful' near fireworks. They encourage children to explore their emotions. For example, children explain how they felt 'too scared to hold a sparkler'.

Outcomes for children are good

All children make good progress in their learning. They confidently communicate their needs and wants to staff and enjoy sharing learning experiences with each other. Children are able to concentrate well and develop a positive attitude to learning. Children gain the skills needed in readiness for their move on to school.

Setting details

Unique reference number	650172
Local authority	Essex
Inspection number	10062933
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	19
Number of children on roll	24
Name of registered person	Writtle Green Pre-School Committee
Registered person unique reference number	RP905051
Date of previous inspection	26 November 2015
Telephone number	07950 944612

Writtle Green Pre-School registered in 1994. It is located in Chelmsford, Essex. The pre-school employs nine members of childcare staff, seven of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am until 2.45pm. Children attend for a variety of sessions between these times. The pre-school provides funded early education for two-, three- and four-year-old children.

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