

# The Park preschool

St. Andrews C of E School, Morton Way, HALSTEAD, Essex, CO9 2BH



<b>Inspection date</b>	28 February 2017
Previous inspection date	4 February 2013

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The indoor and outdoor spaces are stimulating, inviting and exciting for children. Children develop their skills and understanding across all areas of learning. They make good progress in relation to their starting points on entry to the pre-school.
- Partnerships working with professionals and other providers are very strong. Information about children's care and learning is shared in great detail. This helps to promote a joint approach to children's learning and care.
- Children settle quickly and establish extremely strong and respectful attachments with staff. They demonstrate that they feel safe and secure, and thrive in staff's care.
- Staff are extremely good role models. They create a positive environment of mutual trust and tolerance. Children behave very well. They are kind towards each other and are well mannered.
- The managers and staff are passionate and strive to deliver the highest quality provision for children and their families. They effectively identify areas to develop further. They implement changes to achieve goals set in improvement plans and to continue raising standards.

### It is not yet outstanding because:

- Staff sometimes overlook opportunities to extend children's thinking skills to higher levels. On occasions, staff do not fully challenge the most able children.
- Occasionally, the monitoring of learning assessments for some children is not rigorous enough to consistently secure the best possible outcomes for all children.

## What the setting needs to do to improve further

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

- focus more precisely on providing greater levels of challenge that help all children make even more rapid progress
- embed monitoring practices to ensure that the assessment of the learning and progress children make is clearly understood by all staff, so that they can target the teaching even more precisely.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with each of the pre-school managers.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Both managers have completed training as designated safeguarding officers. They are experienced in their role and know the procedures to follow should they have concerns about a child's welfare. Staff are knowledgeable and confidently explain the pre-school's safeguarding policy and procedures. Recruitment of staff and students is robust. There are effective induction procedures in place which contribute to the safe and efficient management of the pre-school. Regular meetings provide opportunities for staff to discuss ideas and share good practice overall. Parents speak highly of the friendly, welcoming and nurturing environment.

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

Overall, teaching is good. Staff demonstrate a good understanding of how children learn and develop. They provide stimulating environments, giving children plenty of choice in their play. Children confidently select what they would like to do next. Staff get down to the children's level and join in with their play experiences. Children have access to various activities and resources to help them learn about other people and their communities. For example, they visit places and people within their local area and enjoy learning about the significance of events, such as Shrove Tuesday. Staff support children to independently squeeze lemons and chop strawberries for their own pancakes. Staff have a good knowledge of their key children and are confident to talk about their development. They keep parents well informed about their children's day and share ideas about how to extend children's learning at home.

### Personal development, behaviour and welfare are outstanding

Children flourish in the exceptionally nurturing environment. Staff are extremely kind, affectionate and caring. Children are fully involved in all pre-school routines and activities. They help to set their own ground rules and this has a positive effect on their behaviour and their relationship with others. Children successfully learn to do things for themselves, such as serving their own breakfast cereal. Children show great confidence as they explore the stimulating environment happily and with self-assurance. New children and parents are exceptionally well supported by staff to ensure a successful settling-in period that is tailored to the needs of each child and family. As a result of the exceptional care offered by staff, children learn independence skills, which support and promote their future learning and eventual move to school.

### Outcomes for children are good

All children achieve well and make good progress from their starting points. They enjoy good relationships with the staff and each other and develop good social skills. Children are active and independent learners and are inquisitive to try new things. Children enjoy group activities. They enthusiastically join in with familiar action rhymes during singing sessions. They develop confidence and high levels of self-esteem. All children acquire the skills and attitudes that promote future learning.

## Setting details

<b>Unique reference number</b>	EY446086
<b>Local authority</b>	Essex
<b>Inspection number</b>	1065905
<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>	30
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	The Park Preschool (Halstead) Limited
<b>Registered person unique reference number</b>	RP907356
<b>Date of previous inspection</b>	4 February 2013
<b>Telephone number</b>	07580385311

The Park preschool was registered in 2012. The pre-school employs nine members of child care staff. Of these, one holds an appropriate early years qualification at level 4, five at level 3 and two at level 2. The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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