

Inspection of Shenfield Village Pre-School Ltd

60 Hutton Road, Shenfield, Brentwood CM15 8LB

Inspection date: 17 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The manager and her team greet children and parents as they arrive. They are caring and genuinely happy to see the children and welcome them in to the child-friendly and inviting environment. This pack-away pre-school is bright and homely. The staff take care to provide cosy spaces to encourage children to relax, sit quietly and enjoy books, and also help children settle quickly. Young children show curiosity as they explore the activities on offer. The staff provide children with a broad and ambitious curriculum that is based on children's interests, in the moment planning, and seasonal topics. The staff use information provided by parents, initial assessments and observations of the children to plan what they need to learn next.

A large inclusive playroom provides children with a variety of opportunities to initiate their own play. Children relish their time in the garden and choose where they want to play throughout the day, moving freely from indoors to the garden. While all the staff know the children well, an effective key-person system is in place and children have established close and trusting bonds with their familiar adult. The attentive staff are skilful in their interactions and are good role models. They are nurturing and speak with genuine respect and kindness to the children. This helps to support children's emotional well-being. As a result, children's behaviour is very good.

What does the early years setting do well and what does it need to do better?

- The quality of teaching is good. There is a strong focus on teaching children the skills they need to be independent learners. Staff ensure children are reassured, happy and confident.
- Children's emotional well-being is fully supported as staff recognise the importance for children to be happy and settled so that they can successfully learn. For example, children receive lots of reassurance. They have comforters from home if needed. However, children soon store these once they feel comfortable and settled.
- Young children are familiar with the high expectations and routines and leave their parents with ease to store their personal belongings. They register using their name and photograph. Children recognise their emotions and match these with colours. For example, they decide how they are feeling and post their photograph on an associated colour. Staff are very attentive, and are quick to notice if a child says they are sad.
- Children's speech and language are developing well. Staff engage children in conversations. They introduce new words to extend children's vocabulary. For example, children follow simple instructions as they manipulate clumps of dough to strengthen their hand muscles. Staff suggest they 'flatten, roll or pinch' the dough.

- Children engage in singing, music and nursery rhymes. Their listening skills are good. For example, they notice sounds in the environment as they play outdoors and excitedly point out aeroplanes in the sky.
- Children learn the importance of staying safe and healthy through everyday routines. For example, they enjoy healthy fruits at snack time, and understand the need to wash hands before eating. Children have fun outdoors and have opportunities daily to play in the fresh air and exercise.
- Parents speak highly of the pre-school. They say they feel reassured that their children make good progress, have fun and are safe. They comment on the welcoming staff team, the bright playroom and are impressed with the commitment of the staff to ensure their children are settled and happy.
- The whole staff team routinely evaluates practice. Staff are committed and dedicated to build on the good-quality care and education they offer children. Leaders observe staff practice, working closely with them each day. Staff receive support for their ongoing professional development. The whole staff team demonstrates its dedication and commitment to the children.
- Children are supported and initiate their own play. They access resources from easily accessible units. There is a constant hive of activity within the pre-school as children are busy in their play. However, on occasions they are not encouraged to tidy away their resources, including books, when they have finished with these, in order learn how to take care of the things that they use.
- Children enjoy and request some role-play opportunities. However, this is not always readily available to fully challenge and support children's imaginary play that captivates their interests, particularly for those who show an interest in caring for babies.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help children to understand how to take more care of their environment and resources, particularly when they are leading their own play
- provide a range of role-play resources to enable all children to explore and develop their own play and ideas.

Setting details

Unique reference number	2682791
Local authority	Essex
Inspection number	10354738
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	31
Name of registered person	Shenfield Village Pre-School Ltd
Registered person unique reference number	2682790
Telephone number	07835750731
Date of previous inspection	Not applicable

Information about this early years setting

Shenfield Village Pre-School Ltd registered in 2022. The pre-school employs eight members of childcare staff, six of whom hold appropriate early years qualifications, ranging from level 3 to level 6. The pre-school opens Tuesday, Wednesday and Friday from 9am to 3pm. Monday from 9am to midday, and Thursday from 9am to 1pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The manager showed the inspector around the areas that children access. They discussed how staff organise the environment and plan the curriculum and experiences for children.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of the pre-school documents. This included evidence about staff's suitability and training.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.

We carried out this inspection 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.

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