

Inspection of South Woodham Pre-school

Woodville Primary School, Brent Avenue, CHELMSFORD CM3 5SE

Inspection date: 11 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are highly motivated and enthusiastic in their play. They relish the opportunities they have to explore sensory resources in the garden. For example, they are busy and engaged as they fill metal pots with a variety of dry pasta and rice. They use ladles and big measuring spoons to scoop up their mixtures. They use their imaginations as they pretend to add sauce with empty containers and bottles. Creative staff bring excitement to children's learning as they add ideas and suggestions to extend learning further. Children learn to share as they take turns with the utensils. They begin to use the 'words of the week' in their conversations and develop their language through play.

Children build sand castles at the sand tray and learn about mathematical concepts, such as time and volume. For instance, children investigate using large and tiny spades and find out how this impacts how fast they can fill their bowls. They realise that when they help each other and work as a team this speeds up how quickly they can achieve their goals. Children feel safe and secure as caring staff encourage and praise them for their efforts. Children make firm friendships as they play.

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

- Partnerships with parents are excellent. Parents are thrilled with the support they and their children receive from the very approachable and caring team of staff. They praise staff for the happy and warm environment they have created that allows their children to thrive. Children with special educational needs and/or disabilities are particularly well cared for and staff work closely with outside agencies and other settings children attend.
- Children are very well behaved and staff notice and reinforce positive behaviour throughout the day. For example, when children are kind and caring towards their friends who get upset, staff write posts to put on the 'kindness tree'. Children are learning examples of good behaviour and are proud to do the right thing.
- Staff introduce children to people in the community who help them. They arrange visits from police officers, fire fighters and nurses. Children gain a good understanding of the festivals celebrated throughout the year and different cultures around the world. They learn these through craft activities, dressing up, books and toys.
- The manager is committed to staff's ongoing development and she ensures that they receive training opportunities to strengthen their expertise. New staff members are well supported by their mentors who guide them and share their knowledge and skills. Regular supervisions help to ensure that staff are highly motivated and that they have a healthy work-life balance. The team

continuously research and put new ideas in place to enhance practice.

- Children challenge their physical skills in the garden as they negotiate big bikes around cones and up steep slopes. They are tenacious and brave as they whizz down again, and laugh and giggle as they gather speed.
- Children are completely fascinated when staff introduce them to interesting items at circle time. For instance, they watch intently as staff play a drum and then excitedly pop bubbles that they blow. Children roar with laughter as staff wind up a set of 'walking teeth' and concentrate as they blow up a balloon with a pump. They enjoy the novelty and anticipation of what they will learn next and their eyes light up with excitement.
- Staff help children to follow instructions and give them a lot of choices throughout the day. Older children learn about democracy as, for example, they use counters to vote for which toys they would like out in the morning.
- Children have formed close bonds with staff and enjoy getting cuddles as they chat with staff and their friends. They are content and are growing in confidence as they express their views. However, sometimes, staff do not fully explore ways for children to do more things for themselves in order to further extend their independence skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibilities to safeguard children. They are confident and knowledgeable in identifying and addressing concerns relating to safeguarding or wider child protection issues. They attend ongoing training and discuss updates to refresh their knowledge and keep up to date. Staff carry out rigorous risk assessments daily to ensure that the premises are secure. They make sure that children are safely collected by parents and carers. For example, they insist on a password when someone different is collecting a child at pick-up time. Leaders conduct safer recruitment procedures and check staff remain suitable in their roles.

What does the setting need to do to improve?

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

- explore ways for children to do more things for themselves and further develop their independence skills.

Setting details

Unique reference number	EY337755
Local authority	Essex
Inspection number	10073717
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	43
Number of children on roll	71
Name of registered person	South Woodham Pre-School Committee
Registered person unique reference number	RP907843
Telephone number	01245 425 746
Date of previous inspection	19 January 2016

Information about this early years setting

South Woodham Pre-School registered in 2006 and is run by a committee. The pre-school employs 12 members of childcare staff. The manager holds an appropriate early years qualification at level 4, nine staff hold a qualification at level 3, one member of staff holds a qualification at level 2 and one is unqualified. The pre-school opens from Monday to Friday during school term times only. Sessions are between 8.50am and 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The manager and the inspector completed a tour of the pre-school. The manager explained how the early years provision and curriculum are organised.
- The inspector observed a range of activities indoors and outside, and assessed the quality of teaching and the impact on children's learning.
- A joint observation was carried out by the inspector and the pre-school manager.
- The inspector spoke to parents during the inspection and took into account their views.
- A sample of documentation, including staff's suitability records and pre-school policies and procedures, was seen by the inspector.

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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