

Inspection of East Hanningfield Pre-school

East Hanningfield Village Hall, The Tye East Hanningfield, Chelmsford, Essex CM3 8AE

Inspection date: 27 February 2020

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 safe and have formed secure attachments with the staff team. They are content and play happily alongside their peers in a welcoming and calm environment. Children are engaged in decision-making. For example, they are supported to make choices through fair voting activities. Staff understand children's uniqueness and provide tailor-made support for all children.

Children are supported by staff to understand their emotions. For example, they use the colour-coded 'emotion fan'. Children talk confidently with their peers and staff about their needs, wants and ideas. They develop good social and behaviour management skills. For example, children use sand timers to negotiate turn taking. Staff encourage children to say the golden words, such as 'thank you' and 'please', and acknowledge children's efforts each time.

Children have access to a broad and exciting range of activities planned on what they already know and can do. They enjoy exploring different activities, such as filling and pouring with sand. Children enjoy dancing and moving their bodies to music and learn about nature as they go for walks in the local park. They have access to indoor and outdoor play equipment that supports balance and coordination, such as bicycles, scooters and tricycles.

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

- All staff work in partnership with parents to ensure children are well cared for. For example, during settling-in sessions, staff work with parents to obtain the necessary information, such as children's interests and care needs. This helps children to settle and feel comfortable in their surroundings. Children form close relationships with the staff and approach them happily for cuddles and reassurance.
- Children are supported to develop their confidence and independence. For example, they self-register when they arrive each morning, attempt to put on their own coats before going outside and help to prepare their own snack.
- Children are helped to learn about the importance of good hygiene routines. Staff explain to children the benefits of washing their hands and ensure all children wash their hands at appropriate times during the day.
- Staff observe children to assess their development and use this information to plan activities that are of interest to them. Activities are thoughtfully planned in a stimulating environment, and children are motivated to learn and engage in activities for long periods.
- Staff are positive role models and they provide effective support to help children develop good communication and language skills. For example, they teach children to listen carefully to each other and to consider the interests and

feelings of others during conversations and play.

- Staff help children to be ready for the next stage in their learning, including going to school when the time comes. They liaise with teachers and work closely with parents to ensure children are well supported by offering practical advice for their next steps. For example, children become familiar with wearing a uniform during role play, and they engage in gardening activities at the local school. Teachers from local schools visit the pre-school to get to know the children.
- The management team promotes the well-being of staff members. Staff's workload is constantly reviewed to ensure there is a balance between work and home life. Staff are provided with lots of opportunities to develop their skills and extend their knowledge through training and seminars. As a result, children benefit from good interactions from an experienced staff team. However, there is opportunity to improve the communication and engagement between staff and children, especially during lunchtime.
- The management team actively engages with parents and takes on board their views to identify, improve and implement changes across the setting. For example, parents were consulted in the changing and choosing of the new pre-school uniform and designing of the pre-school logo. However, staff do not consistently give clear messages to parents about healthy eating, such as children's lunches.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge of safeguarding matters and child protection issues. They confidently identify the symptoms which may indicate that a child is at risk of harm and how to report any concerns. They are familiar with the whistle-blowing policy and safeguarding procedures for reporting allegations. There are clear accident and medication policies and procedures that ensure accidents are dealt with appropriately and medicine administered correctly. The management team implements rigorous recruitment and induction procedures to help ensure the continued suitability of staff.

What does the setting need to do to improve?

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

- consider ways to enhance information sharing with parents around healthy eating
- extend staff's professional development in relation to communication and engagement between staff and children, especially during lunchtime.

Setting details

Unique reference number	402223
Local authority	Essex
Inspection number	10062916
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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	30
Name of registered person	East Hanningfield Pre-school Committee
Registered person unique reference number	RP910508
Telephone number	07732 951613
Date of previous inspection	20 October 2015

Information about this early years setting

East Hanningfield Pre-school registered in 1995. The setting employs 11 members of childcare staff. Of these, 10 members of staff hold an appropriate early years qualification at level 2 and above. The pre-school opens Monday to Friday from 9am to 3pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Taiwo Oladele-Disu

Inspection activities

- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities 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 the manager.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to parents and took account of their views.

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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