

Tiptree U R C Pre School

Chapel Lane, Tiptree, Colchester, Essex, CO5 0HR



Inspection date	13 January 2016
Previous inspection date	17 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Practitioners skilfully guide and extend children's learning. They know the children well and plan effectively for their next steps in learning to successfully build on their experiences. Children make good progress in all aspects of their learning in readiness for school.
- Children enjoy attending this welcoming and friendly pre-school. They play with a good range of quality toys and resources. Activities are based on children's interests and the environment supports their play and learning well. This means that children explore freely and use their imagination.
- Practitioners are good role models. They speak to children in a calm and respectful way, helping them to understand how to manage their own behaviour and make friends. Children enjoy close and caring relationships with their key persons, resulting in children feeling settled, secure and ready to learn.
- Links with other providers, local schools and agencies are successful and make a positive contribution to meeting children's needs.
- The provider and manager have a good understanding of all legal requirements. The well-qualified practitioner team demonstrate a good commitment to improving the quality of the provision. This focus on self-evaluation and ongoing professional development opportunities, ensures that outcomes for children continue to improve.

It is not yet outstanding because:

- The pre-school does not make the most of all opportunities to engage parents and find out about children's learning at home, so that a more consistent approach to their learning can be established.
- At times, noise levels in the room are raised and this sometimes has an impact on the younger children's listening skills.

What the setting needs to do to improve further

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

- strengthen opportunities for all parents to share what they know about their children's progress at home, so that an even more shared approach to their learning is promoted
- consider how younger children's listening skills are consistently promoted so that they are fully engaged in all activities.

Inspection activities

- The inspector had a tour of the pre-school room with the manager and observed the outdoor play area.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection and held a meeting with the manager of the provision and a representative of the committee.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, children's learning and development records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and the committee members. She also looked at the pre-school's self-evaluation document.
- The inspector took account of the views of practitioners, parents and carers spoken to on the day of the inspection.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All practitioners undertake safeguarding training. They demonstrate with confidence their knowledge of the procedures to follow in the event of a concern about a child. Practitioners are committed and enthusiastic about their role. They are vigilant and supervise the children well, particularly at arrival and departure times, ensuring that security systems are effective. Procedures to monitor and evaluate the quality of teaching and learning work well to ensure good outcomes for children are promoted. Parents and carers spoken to at the time of the inspection are very pleased with the progress their children make in their learning and speak highly of the practitioner team.

Quality of teaching, learning and assessment is good

Children are happy, confident and enjoy their learning. Practitioners have a secure knowledge of how children learn and closely follow their interests to plan exciting activities, which children enjoy. Good observation and assessment means that practitioners quickly recognise when a child is not achieving as well as they might. They swiftly provide them with the support they need to build on their learning. Practitioners regularly review the learning environment to make sure it meets the needs of the children and resources are easily accessible, particularly for the younger children. Practitioners interact well with the children. During activities they question, show, suggest and explain ideas to enhance children's language skills and learning experiences. Children work together to weigh and measure ingredients while making moon and star biscuits. They pour and scoop sand which helps them learn about quantity and volume, and enjoy building with bricks. This promotes their mathematical development. Children love to listen to stories and practise their mark-making skills. They use their imagination in the space den, and explore their creativity while making alien masks.

Personal development, behaviour and welfare are good

Children's health and well-being is given good priority and their emotional development is supported successfully. Practitioners have a very warm and caring rapport with the children. They know the children very well and confidently talk about how they are able to meet their individual needs. Children thoroughly enjoy making choices about their play and learning. Children's physical development is supported well with opportunities to spend time outdoors. They eat healthy snacks, pour their own drinks and know they have to wash their hands before eating. Children learn how to keep themselves safe and are guided by practitioners to use equipment in a safe and enjoyable way. Planned activities help children to learn about a wider society, which helps them to understand the needs of others.

Outcomes for children are good

All children make good progress in their learning in relation to their starting points. Older children are well prepared to take their first steps in to school. They are developing confidence to express themselves and share their views.

Setting details

Unique reference number	650158
Local authority	Essex
Inspection number	869520
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	58
Name of provider	Tiptree Pre-School Playgroup Committee
Date of previous inspection	17 May 2010
Telephone number	01621 819303

Tiptree U R C Pre School was registered originally in 1970 and moved to this new site in 2003. It is one of three settings run by one committee. It is situated in Tiptree, Essex. The pre-school employs six members of childcare staff, including the manager. Four staff hold appropriate early years qualifications between levels 2 and 4. The pre-school is open Monday, Tuesday and Wednesday from 9.15am until 2.15pm, and Thursday and Friday from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those who have special educational needs.

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