

Wrens Preschool Nursery

Friends Meeting House, New Street, Great Dunmow, Essex, CM6 1BH



Inspection date

12 February 2015

Previous inspection date

10 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children bond exceptionally well with their key person and form very secure emotional attachments. They show high levels of independence and confidence, as a result of sensitive staff practice and easy access to an excellent selection of resources, both indoors and outside.
- The pre-school has a strong focus on teaching children to develop the skills they need in preparation for starting school. Consequently, children develop positive attitudes towards learning new things and make good progress.
- Staff follow robust safeguarding procedures which give the highest priority to the safety, welfare and well-being of children. Children are supported extremely well by staff in developing their understanding of how to keep themselves healthy and safe.
- Positive and well-established relationships between staff and parents, external agencies and local schools ensures that there is continuity in children's care and learning.
- Staff are deployed well according to their areas of expertise and qualifications. Attending training allows staff to support children's changing needs and has a positive impact on children's learning and teaching.

It is not yet outstanding because:

- On occasions, the larger group activities are not always effectively organised to maintain the interest of the younger children.
- Monitoring is not totally effective in ensuring that assessment is consistently precise and every parent has comprehensive information about the level of their children's progress.

What the setting needs to do to improve further

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

- review the organisation of some sessions to ensure that the larger group activities consistently support and extend the learning and development of the youngest children and maintain their interest
- strengthen the monitoring and tracking of the already good assessment process to ensure it consistently provides a more sharply focused picture of the level of every child's development, to enable staff and parents to work together to ensure that children can make the most rapid progress possible.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the provider.
- The inspector held discussions with the provider, manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

Inspector

Patricia Champion

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children enjoy an extremely broad range of activities every day. Staff use positive and encouraging vocabulary to encourage and build children's confidence and self-esteem. Their good use of questioning stimulates children's language and critical thinking. As a result, children play imaginatively and enthusiastically use both descriptive and mathematical language. Sessions are mainly well paced and ensure that older children participate in plenty of challenging experiences. However, occasionally, larger group activities do not hold the attention of younger children and they become distracted, due to their differing concentration levels. Despite this, staff effectively take account of the different learning styles of boys and girls. The outdoor area is used extremely successfully and allows all children the space and freedom to consolidate their knowledge and extend their imagination.

The contribution of the early years provision to the well-being of children is outstanding

Staff are exceptionally good role models and sensitively teach children how to share and take turns. This helps children to form strong attachments with peers and to quickly understand how to behave responsibly. Staff teach children an exceptional awareness of safety throughout the range of activities they undertake. For example, role-play, using road signs and traffic signals, is used effectively to ensure that children understand how to cross roads safely. Children are developing excellent independence as they manage tasks and self-care skills by themselves in preparation for school. They put on their own coats and boots before going outside. They serve their food and pour drinks at snack time. Healthy living and enjoying a healthy lifestyle is a major strength of the pre-school. Children successfully learn about the importance of exercise, healthy eating and good hygiene practices.

The effectiveness of the leadership and management of the early years provision is good

The management and staff have a secure understanding of their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. Policies and procedures are robust and implemented well to ensure all children are effectively safeguarded. Self-evaluation is good and there are well-documented plans for continuous improvement that effectively involve all staff and parents. In addition, the pre-school has successfully taken part in a recognised quality assurance programme. Consequently, the recommendations from the last inspection have been addressed. The provider frequently monitors teaching, observations and planning to ensure children's individual needs are met. However, there is room to enhance further the already good monitoring of assessment, so that the information shared with parents is even more precise and sharply focused, to make sure children make rapid progress. Nonetheless, parents are eager to share their views about the pre-school. They say they are delighted with their children's progress and comment on the exceptional level of care provided by the staff.

Setting details

Unique reference number	EY332504
Local authority	Essex
Inspection number	862531
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	46
Name of provider	Sally Louise George
Date of previous inspection	10 November 2009
Telephone number	07739 629548

Wrens Preschool Nursery was registered in 2006 and is privately run and managed. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and the provider holds Early Years Professional status. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9.30am until 12 noon and from 1pm to 3.30pm. An optional lunch club operates Monday to Thursday between 12 noon and 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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