

Roxwell Pre-school

Memorial Hall, The Street, Roxwell, Chelmsford, Essex, CM1 4PA



Inspection date 15 March 2016
Previous inspection date 24 May 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The team of staff and committee members are extremely dedicated. They strive to refine their service to meet every child's individual needs exceptionally well.
- The leadership and management are truly inspirational. They are highly committed to building successful partnerships with parents and other professionals within their local area. They promote a community spirit, highlighting for parents and others in the local community, the importance of early years education and care, and how this benefits children's future development.
- Children are very eager learners. They show a strong motivation to learn, due to the enthusiastic approach and very effective teaching of the staff.
- Staff are very aware of individual children's skills and the way they learn. They are highly successful in encouraging children to develop characteristics of effective learners. Their teaching focuses extremely sharply on helping children to achieve next steps in their learning.
- Staff make very good use of both indoor and outdoor environments, providing excellent opportunities for children to explore and experiment within their play.
- Children develop very high levels of self-esteem and pride. Staff develop their own skills, modelling for children how important it is to continuously extend their learning. This has a significant impact on children's emotional well-being, encouraging their confidence, independence, and enthusiasm to have a go at new experiences.
- Children's language and communication skills exceed typical expectations. Staff use highly effective strategies to help children listen, understand and think for themselves. Staff recognise the importance of allowing children time to process information, and think about their responses.

What the setting needs to do to improve further

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

- expand the use of information from assessments to pinpoint where in the environment individual children learn best, and use this to highly personalise planning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and a member of the committee. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Claire Parnell

Inspection findings

Effectiveness of the leadership and management is outstanding

The united staff team work exceptionally well together to provide a consistent approach to every child's care and learning. They have recognised that children learn best in different ways. They are keen to use information from assessment and tracking to analyse this further and to create highly specific learning plans for each child. The arrangements for safeguarding are effective. Staff are very knowledgeable about keeping children safe. They use information from training to update their procedures, and share good practices with the committee, in order to provide a safe, secure and welcoming environment. Staff performance is evaluated very thoroughly and staff confidently identify areas of practice to improve. They rigorously assess the impact of training and how it improves outcomes for children. Strong systems are in place for the committee and staff to observe and share practice to achieve and maintain excellence within their teaching and the provision.

Quality of teaching, learning and assessment is outstanding

Staff make very good use of children's starting points and continuous partnerships with parents provide a consistent approach, helping children achieve their highest potential. Children develop an extensive vocabulary and they engage in informative discussions with staff, who act as extremely good role models for their communication skills. Children access a wealth of resources and opportunities to extend their learning. Staff help children to review their thinking and reflect on their learning. Staff provide a very good level of challenge for most-able children, especially through sound and letter recognition, recalling experiences and everyday activities. Staff support less-able children's learning highly sensitively, for example using calm and direct questioning to help them feel confident. All children develop the skills they need for the next stage in their learning, including school.

Personal development, behaviour and welfare are outstanding

Children are safe and confident. Their self-help skills are promoted extremely well. Staff make effective use of displays to support children's decision making and to extend their learning. Children have a very clear understanding of how physical and outdoor play affects their physical well-being. They choose when to play outside. They recall the use of stethoscopes, relating this to their own bodies after exercise when their hearts beat faster. Staff make very effective use of information from parents to provide an approach that is familiar and consistent to that taken at home. This is especially relevant for children with particular health requirements. Children display exemplary behaviour and manners. All staff model this successfully. Children show high levels of understanding as they share, negotiate with others, accept other's opinions and have a clear sense of right and wrong.

Outcomes for children are outstanding

Children make extremely good progress in response to an exceptional educational programme. Staff successfully identify any gaps in children's learning and give extra support to help them catch up as soon as possible. For example, excellent support for children with delays in their speech and language, means that they effectively catch up before help from outside agencies becomes available. Staff make very effective use of

additional funding, providing equipment and experiences, to further support individual children's needs.

Setting details

Unique reference number	650121
Local authority	Essex
Inspection number	872389
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	25
Name of provider	Roxwell Pre-School Ltd
Date of previous inspection	24 May 2011
Telephone number	07970 750484

Roxwell Pre-school was registered in 1977. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 3pm on Monday, Wednesday and Friday, and from 9.15am until 12.15pm on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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