

Noak Bridge Pre-School

Noak Bridge Primary School, Coppice Lane, Basildon, Essex SS15 4JS



Inspection date	11 December 2018
Previous inspection date	17 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Partnerships with parents are good and staff have a strong commitment to working cooperatively with them. Staff share important information about each child's progress and invite parents to share what they know.
- The manager monitors children's progress effectively to identify any gaps in their learning. She works well with external agencies to gain extra support and guidance to help children develop. All children make good progress from their starting points.
- Staff are very caring and build strong bonds with all children. Children are happy, secure, confident and independent.
- Staff provide a varied, stimulating learning environment, both indoors and outside. Children are eager to learn and enjoy selecting their own resources and activities.
- Staff work together as an effective, enthusiastic and committed team. They respond well to the manager's high expectations and desire to provide children and their families with high-quality provision.
- Staff know children well. They talk confidently about where children are in their learning and development and what they need to do to support their continuing progress. Flexible routines allow children to take the lead in their learning.
- Staff sometimes overlook opportunities to develop fully children's thinking skills.
- The manager has not explored a wide range of performance management opportunities that aim to raise the quality of teaching to the very highest level.

What the setting needs to do to improve further

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

- provide children with more opportunities to link their thoughts and develop their own ideas
- explore a wider range of performance management opportunities that is sharply focused on raising the quality of teaching to an outstanding level.

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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of the appropriate action to take if they have a concern about a child's welfare. Staff are deployed effectively to supervise children. The manager implements appropriate recruitment, induction and vetting processes. She checks the ongoing suitability of staff regularly. Staff feel supported and valued by the manager and they work well together as a team. The manager undertakes supervision meetings with staff to help them identify and meet the individual needs of the children. Self-evaluation is effective. The manager involves her staff team and parents to reflect on the quality of the provision and drive continuous improvements.

Quality of teaching, learning and assessment is good

Staff carry out regular observations and assessments of children's progress. They use this information to effectively plan for children's next steps in learning. Staff provide a variety of interesting and stimulating activities to support individual children's learning needs. Attentive staff respond to children's choice of activities, moving between the indoor and outdoor environment to support children well. Staff enhance children's communication and language skills effectively. They talk to children and ask them questions as they play, and demonstrate that they value children's responses. Staff introduce new vocabulary in context as they share favourite books together. Children listen well to stories and discuss their own experiences as part of a group. They are engaged, focused and keen to take part in all activities.

Personal development, behaviour and welfare are good

Children settle quickly as they arrive and are confident in their interactions with their friends and staff. Older children, including those attending breakfast club, are positive role models for younger children. The atmosphere within the pre-school is calm and purposeful. Staff are consistent in their expectations and offer children warm praise for their positive behaviour. Children listen well and play cooperatively with their peers. Staff teach children appropriate personal hygiene routines, such as washing their hands before eating. Children learn the importance of eating a healthy balanced diet and enjoy the healthy snacks they are offered. Children spend time outside each day, benefiting from fresh air and exercise.

Outcomes for children are good

Children are motivated and enthusiastic learners. Younger children are beginning to be independent in self-care, with support from staff. Children play alongside others and form secure friendships. They learn to share and take turns in play. Children are developing early literacy skills as they draw and create pictures. Older children initiate conversations and take account of what others say. Children listen to stories and anticipate key events and phrases. Children acquire useful skills that prepare them well for the next stage of their learning and the eventual move to school.

Setting details

Unique reference number	203900
Local authority	Essex
Inspection number	10069945
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 8
Total number of places	32
Number of children on roll	115
Name of registered person	Noak Bridge Pre-School Committee
Registered person unique reference number	RP523578
Date of previous inspection	17 October 2013
Telephone number	01268 281 316

Noak Bridge Pre-School registered in 2013. The pre-school employs 15 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday from 8am until 6pm, during term time. In addition, it offers a holiday play scheme during school holidays.

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