

# Woodham Mortimer Pre-School

Brookhead Studio, Brookhead Farm, Maldon Road, MALDON, CM9 6GP

**Inspection date**

08/07/2014

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**
**This inspection:**

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

**The quality and standards of the early years provision**
**This provision is outstanding**

- All children make outstanding progress. This is because of a highly committed and motivated staff team who are passionate about children's learning. Through regular observation and thorough assessment staff know and meet children's interests, abilities and needs extremely well.
- Partnerships with parents are very strong. Parents are very well informed about their children's learning and development and how they can support their children at home. Therefore, children make very good progress.
- Children's independence is strongly encouraged at every opportunity in the pre-school. This allows children to develop and build on the necessary skills when moving to the next stage in their learning, in particular, entering primary school.
- Staff have an excellent understanding of their safeguarding responsibilities and regularly review policies and procedures. Therefore, children are kept very safe
- Management have extremely high aspirations and continually improve on what they have in place. Staff are extremely well supported in their practice and this has a very positive impact on children's experience at pre-school

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### Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector had a meeting with the manager.
- The inspector had conversations with staff, children and parents.
- The inspector looked at policies, procedures, risk assessments, staff qualifications and suitability and other relevant documents.
- The inspector had a tour of the pre-school.
- The inspector looked at children's assessment records and discussed children's progress with staff.

### Inspector

Daniella Tyler

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**Full report****Information about the setting**

Woodham Mortimer Pre-School was established in 1977 and moved into the current premises in 2014. It is registered on the Early Years Register. The pre-school operates from studios in a converted farm building, located in the village of Woodham Mortimer, Essex. It is run by a committee. The pre-school serves the local area and is accessible to all children. It operates from two playrooms with associated facilities and there is an area enclosed by fencing, available for outdoor play. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 2. The manager holds Early Years Professional Status. Two members of staff are working towards higher qualifications. The pre-school opens Monday to Friday, during school term times. Sessions are from 9.15am to 12.45pm on Monday, Wednesday and Friday and from 9.15am to 2.45pm on Tuesday and Thursday. Children attend for a variety of sessions. There are currently 40 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and receives support from the local authority.

**What the setting needs to do to improve further****To further improve the quality of the early years provision the provider should:**

- enhance the already highly stimulating outdoor area, for example, by providing even more resources, such as bug catchers and magnifying glasses to further enhance children's exploration skills of the natural environment and their understanding of the world.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Children at the pre-school experience a rich learning environment with a very high standard of teaching from staff. Therefore, children make exceptionally good progress in their learning. Educational programmes cover the seven areas of learning and allow children to be creative and imaginative in their play. Therefore, children are inquisitive and



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eager to learn. Staff are highly skilled and use a range of learning strategies. As a result, children learn the skills, attitudes and dispositions ready for school. Staff quickly identify children's starting points and plan a range of exciting and stimulating activities. Activities are based around children's interests and cover the seven areas of learning in detail. Excellent planning systems are in place to ensure children's individual needs are catered for. Staff's sharply focussed observations and assessments inform their planning so children achieve a high standard of progress in their learning. Children experience free flow play at pre-school. Children are able to move freely between two play rooms, the garden and access the toilet independently. Staff have the utmost respect for children in their care and value children's input into their own learning. Therefore, children feel valued and they take pride in their achievements. Staff understand and support children extremely well. Staff regularly reflect on their practice to ensure that they are providing the highest standard of care and education for each child. For example, staff observe children having lots of energy after lunch. Staff discuss and agree that they will adapt the routine so children can access free-flow play into the garden after lunch. Therefore, children's needs are continually monitored and catered for contributing to them feeling happy and safe at pre-school. Staff provide a highly stimulating learning environment that is very effective in engaging children. Children access a range of craft resources independently. This allows them to be creative in their play and learn and develop independence skills. Children display the characteristics of effective learning really well and staff support them to be active learners. Staff ask open-ended questions to support this. For example, staff ask children what will happen when they weave with different materials and in different ways. Highly experienced staff, very committed to their roles, ensure they are providing children with a high level of challenge. Therefore, children make very good progress in their learning. For example, staff extend a colour recognition activity. Children compare the colour paint they are making to a range of colour charts. Children are able to name colours, such as crimson and lilac. Children are also supported with their writing skills. Children are able to write recognisable alphabet letters and recognise these same letters in other words. For example, children says things, such as 'R' is also in the word red. Staff support children with these skills and extend children's ability by asking children where else they would find the letters. Children have plenty of opportunity to practise their writing skills. For example, staff support children to draw letters in salt with a range of tools. Therefore, children learn integral writing skills ready for school.

Staff support children to be creative and explore their own ideas. This enables them to extend their own learning. For example, children choose to find a curtain for a puppet show and paint the puppet show red to match. Children are proud of their achievements and are excited to show staff their creations. Staff praise children's efforts and continually support children with ideas for their play and learning. This enables children to gain confidence in their abilities and achieve very good progress. Staff support children's language acquisition brilliantly. Children are encouraged to talk in a range of situations developing their confidence ready for school. For example, children while at the lunch table, talk about being dehydrated and hydrated. Children show that they have a highly developed understanding of language and are confident speakers. Children have lots of opportunities to be independent and this is very much encouraged by staff. Children are very well prepared for school. Staff are very committed to ensuring that children have the best start and move to school easily. Staff regularly hold physical education lessons for children where they undress and dress themselves. Children pour their own drinks, use



## PROTECT – INSPECTION

safe knives to spread butter and put on their own sun cream. Staff provide resources for children to make the move to school a smooth one. Books about their schools, school uniforms and book bags are used by children. Children are also encouraged to wear their school uniform to pre-school if they want to. Parents comment how well staff support their children emotionally, physically and educationally in readiness for school. Therefore, children have a positive move into the school environment and are well prepared for the next stage in their learning. Staff plan activities based on children's interests. For example, children show interest in wetsuits and the beach. Therefore, the following weeks topic and activities reflect this. This allows children to learn in an environment that is exciting and interesting for them. As a result, children make very good progress in their learning across all areas. Children are fully engrossed and excited to take part in activities. For example, staff provide seaweed outside in the garden. Children enjoy touching the seaweed and talking about it being slippery and smelly. Therefore, children develop their understanding of the world around them. Children have the opportunity to experience a range of activities that support their physical development. For example, children use real hammers and nails, hitting them into a tree stump. Staff supervise and explain the safety rules of the activity to the children. Therefore, children learn to use tools and materials safely and develop good hand-eye coordination skills. Children have access to a secure outside area. Staff provide stimulating activities in the garden relating to children's interests. Children are happy and enjoy their time outside. However, there is scope to add to the outside resources to further enrich the children's understanding of the world. For example, by providing bug catchers and magnifying glasses so children can further explore the natural environment.

Children with special educational needs and/or disabilities are happy and settle well. Staff offer one-to-one support for these children and individual education plans are thorough. Staff use sign language with children. Therefore, children are able to be understood and included in activities with ease. Children are supported very well with the challenges they face. Therefore, children with special educational needs and/or disabilities also make exceptional progress. Staff support children to build on what they already know. For example, while reading a story about x-rays, staff speak to children and support their knowledge of the subject. Children are excited to learn and listen intently as they find out more about this topic. Story telling is also an excellent strength in the pre-school. Staff use props and open-ended questions to encourage children to learn and take part in the story. Staff extend this further by using puppet shows and encouraging the children to create their own stories. As a result, children's communication and language skills are supported and promoted. Children learn early mathematical skills and computer skills. For example, staff support children to play an interactive mathematics game on the computer. Children are able to add and subtract and use the computer equipment very competently. Therefore, children are prepared for the next stage in their learning.

Partnership with parents is excellent. Parents are regularly informed of their children's progress ensuring consistency between home and pre-school. Parents receive emails from staff about weekly topics. Parents are very happy with the care their children receive. Parents are confident to approach the manager and staff with any concerns they may have. Parents have open access to their children's assessment records and contribute to them with photographs and their own observations. Staff involve parents in their assessments of children, and parents help contribute to producing children's next steps in



## PROTECT – INSPECTION

learning. Parents are encouraged and are provided with ideas of how they can support their children's learning at home. Therefore, creating a collaborative approach to children's learning between home and pre-school. Staff have very good relationships with schools in the local area. Therefore, children are very well prepared for the move into school. A summative report about children's progress is shared with the school. Staff invite teachers to meet children allowing for more in-depth discussion about individual children and their needs. Therefore, children experience a seamless move from pre-school to school.

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

Children's well-being is given the highest priority. Staff know children exceptionally well. Children form very secure bonds with their key person, staff members and their peers. Therefore, children feel safe and secure. Parents speak of a very good relationship with their children's key person. Parents comment that staff are very caring and nurturing. Staff obtain a significant amount of information from parents about children's care, learning and development needs when they first attend pre-school. Therefore, children experience a smooth move from home. Staff know their key children extremely well and are very in tune with their individual needs. This enables them to structure the day to best suit each individual child's care. Therefore, children feel a strong sense of belonging and are confident to explore their environment. Children turn to their key person when they need help or support.

Children are very sociable and make excellent progress in their social skills. Children are very confident and like to talk about activities they have done throughout the day. Children's independence is encouraged by staff at every opportunity. Children pour their own drinks, put on their own sun cream and access the toilet independently. This helps children learn the necessary skills they will need when starting school. Children learn about a healthy lifestyle as they are provided with healthy snacks and drinks. Children talk about why fruit is good for them and why they need to make sure they drink water. Mealtimes are social occasions where staff role model good table manners. Children bring in their own lunch and snack is provided. Children's dietary requirements are known to all staff and are clearly displayed. Staff use a checklist before preparing snack where they check daily dietary requirements of the children. Staff are vigilant in ensuring that children only eat food that is prepared for them. Staff support children's understanding of what they can and cannot eat. Children are well informed about their allergies and dietary requirements. Children learn good hygiene. For example, children wash their hands before eating and after going to the toilet. Children do this independently with adult supervision.

Children are exceptionally well behaved and staff have high expectations of children's behaviour. Children listen carefully to instructions from staff. Staff use positive language when having to remind children of the boundaries. For example, when children run indoors staff remind children that they use walking feet inside. Staff prompt children with manners reminding them to say please and thank you appropriately. Staff support children to share and play cooperatively. For example, when using the paint brushes outside staff



## PROTECT – INSPECTION

ask children what they do if there are not enough paint brushes. Children explain that they have to share and wait their turn. Therefore, children learn how to share and play cooperatively with their peers. Children have lots of opportunities for physical exercise. Children play in the large garden and staff incorporate physical exercise into activities, such as role play. For example, children pretend to surf on the surfboard they have created in the garden. Staff encourage children to bend their bodies like surfers do, to jump off the surfboard and to bend up and down. Therefore, children's physical abilities are extended and promoted.

Staff safeguard children very well. As a result, children feel safe and secure. Children have plenty of opportunities to manage risk. For example, children regularly use real tools, such as nails and hammers. Children are very careful and confident when using this equipment. Children comment on how they must be careful when using a hammer so they do not hurt their fingers. The pre-school recently went on an outing with parents and children to the forest. Staff supported children to understand how they can keep themselves safe, by picking up their feet so they do not trip and always staying close to their parent or a staff member. Staff support children's understanding of other dangers. For example, while reading a book, children and staff speak about why it is dangerous to touch hot things and that they could get burnt. Staff support children to learn about sun safety. For example, staff remind children to put their hats on when outside, explaining that the sun is hot and will make them feel unwell. While putting sun cream on staff ask children questions. Children speak confidently about putting sun cream on to stop their skin getting burnt. Children regularly take part in emergency evacuation practice procedures, so they know how to keep themselves safe in an emergency.

**The effectiveness of the leadership and management of the early years provision**

The management and staff team safeguard children extremely well. Staff regularly review procedures to ensure they are providing the safest environment for children. The manager is fully aware of her roles and responsibilities and implements them very effectively. Staff all have Disclosure and Barring Service checks in place and are suitable to work with children. Staff are all subject to a rigorous and extensive induction procedure. This ensures the safety of the children they are caring for and their own personal safety. All staff have attended safeguarding training and fully understand their roles and responsibilities for protecting children in their care. For example, staff operate a strict policy when handing children over at collection time. Staff ensure the persons collecting are registered to collect children and operate a password system. Staff are very competent and know who to contact and procedures to follow if they have a concern about a child or a colleague. All policies and procedures and documents relating to the statutory requirements are completed and produced to a very high standard. This ensures that the pre-school is run safely and efficiently. Accident and incident records are completed and reviewed by management to address any areas or equipment that could be hazardous. Daily risk assessments are carried out by staff. Staff regularly risk assess the environment throughout the day to ensure children's safety at all times. Regular emergency evacuation drills take place. The manager evaluates each evacuation to assess how effective it is.

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The manager and her staff team have an excellent understanding of the Early Years Foundation Stage and how to implement it. The manager has robust monitoring systems in place for the educational programmes to ensure that children are receiving the best care and education. Thorough tracking of children's progress ensures that management and staff are aware of progress children are making in all areas of learning. The manager also tracks groups of children to identify any gaps in children's learning. The manager identifies any children that have particular strengths or challenges to enable them to receive additional support in their learning. This highly comprehensive monitoring shows how highly motivated and dedicated staff are to children's care and education. The manager has high expectations of her staff. Staff have regular supervision with the manager where further training needs are addressed. The manager regularly observes staff's practice. Staff regularly take part in peer observations to ensure a culture of continuous improvement throughout the pre-school. Staff regularly attend training to further support their practice and skills. Staff cascade their knowledge from training at team meetings to the staff team. Giving this responsibility to staff, ensures that they feel valued and supported. Therefore, staff are highly motivated and passionate about their work. The manager has identified areas for improvement in a strongly comprehensive self-evaluation. This is continually reviewed and input from staff, parents and the committee are included. The manager is highly motivated in achieving the best possible outcomes for children. The manager is keen to adapt a Forest School approach in the pre-school to enable children to further develop their exploration skills and understanding of the world. The manager is booked to go on Forest School training so she can start to implement this into the pre-school.

The parent committee is highly involved in the day-to-day running of the pre-school. The manager and chairperson of the committee have a very good working relationship. The committee support staff very well, for example, the committee attend staff appraisal meetings to support management and staff. Parents and staff are also involved in evaluating the effectiveness of the pre-school. Staff regularly involve parents in questionnaires and asks for their opinions and input. For example, parents made negative comments about the outside area at the new site, as it was not finished when they opened. The manager and staff worked very hard to ensure that children could access the outdoors in all weathers while renovation was taking place. The pre-school has very well established relationships with other settings. They have a two-way flow of communication ensuring consistency for children. For example, staff record any information provided to them by other settings and childminders. Staff use this to inform their planning and how they care for children. The pre-school has very good links with nearby schools that children will be attending. Teachers regularly attend the pre-school to talk to and get to know children. Staff have excellent links with outside agencies to support children. Staff liaise with health professionals, children's centres and other agencies to enhance the care they provide for children and their families.



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**What inspection judgements mean****Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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**Inspection**

This inspection was carried out by Ofsted 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.

**Setting details**

<b>Unique reference number</b>	EY474255
<b>Local authority</b>	Essex
<b>Inspection number</b>	950031
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Woodham Mortimer Preschool Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07742228077

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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