

# Forget-me-nots Pre-School

Tring Community Centre, Silk Mill Way, TRING, Hertfordshire, HP23 5EP

## Inspection date

12 February 2015

Previous inspection date

17 July 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The pre-school has recently developed their outdoor provision for children. They make good use of the local woodland and have created unique spaces to help extend upon children's learning and desire to play in the outdoors.
- Active soft play sessions held in the main hall help children to expel any excess energy and channel any boisterous behaviour in a meaningful way. This is beneficial not only for children's physical skills, but also their emotional well-being.
- The staff are considerate towards young children's need to settle and feel secure. With this in mind, they invite parents to stay as long as they need to help children feel confident. This establishes warm and trusting relationships between families and the pre-school, and children are content as a result.
- The manager and staff at the pre-school have fully addressed weaker areas identified at the previous inspection. Their enthusiasm and commitment to raising standards at the pre-school have resulted in rapid improvement in the quality of teaching, and children make good progress.

### It is not yet outstanding because:

- Children cannot always explore their natural desire to use all of their senses during play. This is because there is not a wide range of opportunities to promote this.
- Children do not always know what will happen next, as some parts of their daily routine change and staff do not always consistently use their successful prompts, such as songs and rhymes, to prepare them for this.

## What the setting needs to do to improve further

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

- increase the range of sensory materials and natural resources available for the youngest children, so that they use all their senses to explore and discover in their play
- extend upon the use of music and rhyme in the daily routine to help children to learn about what will happen next to prepare them for changes in the session.

### Inspection activities

- The inspector observed children's activities in the main room and outside area of the pre-school.
- The inspector spoke with parents, children and staff at the pre-school.
- The inspector carried out a joint observation and meeting with the manager.
- The inspector read through a variety of information, including policies and procedures, safeguarding information, such as evidence of the suitability of staff, children's learning profiles and self-evaluation documentation.

### Inspector

Hayley Marshall

## Inspection findings

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

Staff observe children and use the information gathered to plan for their learning. The recent introduction of a new computer tracking system means that staff are able to further scrutinise their findings. For example, they can track groups of children and review the effectiveness of teaching in specific areas. The quality of teaching is consistently good. However, the resources available for young children do not always foster their explorative nature. There are fewer resources to stimulate their preference for sensory learning. For example, children largely ignore many of the resources in favour of playing with cardboard tubes and sand. The staff engage with the children, joining them in imaginative play, such as asking if the crocodile glove puppet would like to have a snack. The gentle and timely interactions of staff help children to enjoy their time at the pre-school. The staff work well with parents to exchange information about learning. They give parents guidance about what children need to do next to help successfully prepare them for their next stage in learning.

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

Staff form close relationships with their key children. Children feel unique and included at the pre-school as they each have a drawer with their name on, where they store their belongings. They take great pride in their work, for example, showing staff the clay hedgehog they have made the day earlier. They store their creation inside their drawer in readiness to take it home to show their parents. This demonstrates children's high self-esteem and confidence in their abilities. Children sit together to eat. They enjoy this sociable time where staff spend time explaining to them about good health practices, such as washing their hands, and the benefit of drinking water. Children behave well because staff clearly explain to them about the consequences of their actions and teach them how to stay safe. Staff use songs and rhymes to help children to be aware of when to tidy up. However, they do not always use these prompts at other times of the session before a change is about to happen. Therefore, at times, young children are not always prepared when it is time to move on to something different.

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

The staff at the pre-school demonstrate a good awareness of safeguarding and child protection issues. They use their learning from attending training courses to review the efficiency of the current policies and procedures. Close working with other settings and professionals leads the pre-school to review and implement new ways of working. The most recent changes include a more thorough procedure for supervising the performance of staff. The manager works closely with the staff team to create a culture of reflective practice and ongoing improvement for children. The pre-school staff have implemented positive changes by updating their knowledge through training, and working with other settings. This helps to create a safe and productive learning environment where children make good progress from their individual starting points.

## Setting details

<b>Unique reference number</b>	EY342712
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	984207
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Tring Community Association Committee
<b>Date of previous inspection</b>	17 July 2014
<b>Telephone number</b>	01442 890192

Forget-me-nots Pre-School was registered in 2006. The pre-school employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 12noon, with a lunch club operating on Mondays, Wednesdays and Fridays. On these days, the pre-school remains open until 2pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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