

Mill Lane Pre-School Association

URC Hall, Mill Lane, Broxbourne, Hertfordshire, EN10 7BQ



Inspection date

4 March 2015

Previous inspection date

5 February 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		Good	2
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

- Staff use effective teaching methods, which consistently promote children's communication and language development. Their lively commentary and supportive questions help to extend children's language and thinking skills well.
- Good relationships with other professionals mean that staff are able to effectively meet the needs of individual children, particularly those with special educational needs and/or disabilities. As a result, all children are cared for in a fully inclusive environment.
- Staff take every opportunity to praise children and encourage them to consider the feelings of others. For instance, staff explain that when they do not share, it makes other children feel sad. Consequently, children learn how to behave well and play cooperatively together.
- There are good monitoring systems in place for the planning and assessment of children's learning needs. Consequently, the manager has an accurate view of the quality of teaching and how it has an impact on children's progress.
- Overall, staff promote children's confidence and self-motivation skills well. This helps them towards developing the skills needed in preparation for their move on to nursery or school.

It is not yet outstanding because:

- On occasion, during planned activities, some staff are over eager to support younger children. This does not provide them with sufficient time to make decisions and be independent.
- Staff communication with parents is not fully effective in promoting shared home learning, to extend children's individual development even further.

What the setting needs to do to improve further

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

- maximise learning opportunities for younger children, by adapting adult-focused activities to ensure that they can practise, build on their independence and be challenged further
- enhance children's learning experiences further by extending partnership working with parents to include more ideas about children's learning at home, in order to continue building securely on all that the children know and can do.

Inspection activities

- The inspector observed general play and the snack time routines in the pre-school. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members, and a range of other documentation. First-aid and safeguarding training certificates were also viewed.
- The inspector held joint discussions with the manager, in relation to observations of the children's play, learning and progress.
- The inspector reviewed the pre-school's self-evaluation document.

Inspector

Ann Cozzi

Inspection findings

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

The longstanding and well-qualified staff team provide good levels of teaching and deliver the Early Years Foundation Stage effectively. They regularly observe children and use the information to accurately assess their progress, based on their individual starting points. This enables them to plan accordingly to meet the children's needs and effectively build on what they know and can do. However, on occasion, staff do not make full use of learning opportunities to challenge younger children. For example, they use pre-cut materials and direct children's play during craft activities. This does not encourage them to explore resources and build on their independent learning. Staff promote children's understanding of simple mathematical language. They introduce positional language, such as 'on top' or 'underneath', to describe the position of toys. Staff also talk about how the child's mound of dough is getting 'bigger' as they add more to it.

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

Children enjoy their time at pre-school. They have developed firm bonds with their key person and other members of staff. The organisation of the environment means that children are supported to learn how to take care of their own personal needs. Children enjoy lots of positive attention from staff for their achievements. This supports their emotional well-being and builds good levels of self-esteem. Staff give children gentle reminders to help them learn how to keep themselves safe. For example, they explain to a small group of children crawling under a table that, if they are not careful, they might bang their heads and hurt themselves. Partnership with parents, with regard to children's care, is good. Parents report that staff provide a wonderful family atmosphere and that they are polite, helpful and approachable. Parents also feel that staff are very open and listen to what they have to say.

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

There is a robust performance management system in place for staff. This means that underperformance is quickly identified and addressed by the manager. Training programmes ensure that staff knowledge and understanding remains current, which has a positive impact on children's learning. Partnership working with parents does not maximise information sharing about children's learning. This does not ensure that children's continuity of development between home and pre-school is enriched. Safeguarding procedures are clear and underpin the safety of children attending the pre-school. The manager is committed to the continuous improvement of the pre-school. She regularly evaluates practice, with contributions from staff, parents and children. This helps her to clearly identify strengths and action areas for further improvement.

Setting details

Unique reference number	EY281631
Local authority	Hertfordshire
Inspection number	861090
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	27
Name of provider	Mill Lane Pre School Association Committee
Date of previous inspection	5 February 2009
Telephone number	01992 466971

Mill Lane Pre-school was registered in 1964. The nursery employs four members of childcare staff. All of these hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Thursday, term time only. Sessions are from 9am until 12pm, with the exception of Thursday, when sessions run from 9am until 2.45pm. The pre-school provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

