

Old London Road Pre-School



4th St Albans Scout Hut, Riverside Road, St Albans, Hertfordshire, AL1 1ST

Inspection date 10 March 2015
Previous inspection date 24 January 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff start and maintain rigorous assessments of children's skills and assertively plan for their next steps in learning. They expertly involve parents in children's education. Therefore, children fully benefit from continuous support in their learning.
- Teaching is outstanding because staff plan very interesting activities for children. For example, children develop their pre-writing skills by handling small objects with tweezers and use their senses while using tools to remove herbs from ice blocks. They are challenged and persist with interest.
- Staff are very welcoming and display strong bonds with children and their parents. They skilfully organise informative and flexible settling-in sessions for children and parents to familiarise themselves with the pre-school. As a result, children are happy and settle exceptionally well.
- Staff skilfully introduce children to healthy lifestyles and provide them with nutritious snacks and outstanding experiences outside. They plan daily exercise sessions and children actively develop their physical skills. For example, staff hide water buckets and paintbrushes behind trees that the children find and use to paint on different surfaces.
- Staff participate in child protection training and have excellent knowledge of the steps to take to safeguard children. There are highly qualified and experienced designated people to lead safeguarding, behaviour management and first-aid practice. They effectively guide staff to ensure children are safe, protected and their needs are met at all times.
- The manager is inspirational and passionate about educating and caring for children. She maintains a strong culture of reflective practice that involves parents, staff, children and local authorities. Therefore, children's outcomes are highly promoted.

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 inclusive practice by providing children with even more multi-cultural resources, such as books, toys and songs, in their home language to promote their individualities even further.

Inspection activities

- The inspector observed activities and children at play and conducted a joint observation with the manager.
- The inspector interacted with children and spoke with staff during the inspection.
- The inspector sampled a range of documentation, including policies, the self-evaluation form, evidence of staff's suitability checks and safeguarding procedures.
- The inspector looked at children's assessment and planning records.
- The inspector had a tour of both indoor and outdoor play areas.
- The inspector sought parents' views through discussions on the day of the inspection and through written feedback in questionnaires.

Inspector

Karina Hemerling

Inspection findings

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

Staff expertly meet the learning and development requirements. They have great knowledge of children's needs and interests and very effectively support their development across all areas of learning. For example, children play 'hairdressers'. They design hairstyles and discuss technology, as they learn about how hairdryers work. Staff astutely monitor children's progress and effortlessly support their needs. For example, those with special educational needs and/or disabilities greatly benefit from accurate assessments of their needs and strong links with parents and outside agencies. Staff support children who speak English as an additional language. They use words in children's home language to communicate with them and teach them vocabulary in English. However, there is scope to further enrich the already very inclusive learning environment with more multi-cultural resources to promote children's cultural backgrounds even further. All children are highly motivated to learn and develop their skills exceedingly well. Consequently, they master the skills they will need to be successful in their learning at school.

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

Care practice is exemplary because the key-person system is exceptional. Key staff exchange ongoing information with parents about children's needs. They carefully organise the environment, activities, meals and routines to suit all children. As a result, their well-being is promoted exceedingly well. Children sociably play and interact with adults and peers. For example, older children skilfully teach younger children about the life cycle of plants during a nature walk. Staff astutely support children to manage their own needs and children are independent. For example, they wash their hands, use the toilet and help staff to tidy up. Staff work with parents to manage behaviour issues and children's behaviour is impressive. They learn to keep safe and to listen. For example, children participate in a project and learn about traffic signs and road safety. Staff boost children's self-esteem through praise and positive encouragement. Therefore, they are confident, especially before they move on to school.

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

The manager conducts a thorough induction with parents and staff, so they understand policies, procedures and the Early Years Foundation Stage. This promotes the excellent management of the pre-school. Recruitment procedures are robust and staff have regular suitability checks. They participate in training to continuously enhance their expertise and implement new ideas for children. Staff effectively risk assess the play areas and, subsequently, children play and explore in safety. The manager conducts regular staff supervision meetings, skilfully coaches practice and supports their continuous professional development. Staff are very knowledgeable and confident in their roles and responsibilities. For example, they confidently conduct the progress check for children aged between two and three years, and immediately act upon any concerns.

Consequently, all children are supported to achieve their full potential.

Setting details

Unique reference number	123649
Local authority	Hertfordshire
Inspection number	874764
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	78
Name of provider	Old London Road Pre-School Committee
Date of previous inspection	24 January 2011
Telephone number	01727 865 249

The Old London Road Pre-School was registered in 1999. The pre-school employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 to 3, including one with Early Years Professional status, one with Qualified Teacher Status and one who is a qualified paediatric nurse. Sessions are Monday to Thursday, from 9.15am to 3pm, and Friday, from 9.15am to 2.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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