

# Breakspeare Community Pre-School

School Mead, Abbots Langley, Hertfordshire, WD5 0LB



**Inspection date** 31 March 2015  
Previous inspection date 4 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are very caring and their passion to work with children is evident. They treat them with love and respect, and children are very excited when they arrive at pre-school.
- Staff promote children's early writing skills effectively. They provide children with many opportunities to practise making marks and talk to them about what their writing means. This helps to prepare children well for future learning in school.
- Partnerships with parents are strong because staff work very closely with them to identify and promote children's individual learning needs. Staff share information and give parents ideas of how they can extend children's learning at home.
- Staff knowledge of child protection and safeguarding is secure. There are robust procedures in place and staff consistently protect children's safety and welfare.
- The manager and staff are enthusiastic and have high expectations of themselves. They regularly access training, which has a positive impact on children's learning and care. This is because staff use the knowledge that they gain to adapt their practice.
- Staff have effective and collaborative partnerships with other professionals, such as health specialists, to promote children's learning and development. This means that all children's individual needs are well met, through good continuity of teaching and care.

### It is not yet outstanding because:

- Children's play is occasionally interrupted, in order for them to take part in routine activities.
- On occasions, staff do not always fully consider when it is most appropriate to praise children for their successes or good behaviour.

## What the setting needs to do to improve further

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

- enhance children's enjoyment even further, by allowing them to make independent choices about whether they join in with routine activities, such as group singing time, to ensure that all children's learning is purposeful
- maximise the appropriate opportunities to celebrate children's achievements and positive behaviour, and consider how this may affect others, so that all children's emotional well-being and confidence is consistently nurtured.

### Inspection activities

- The inspector observed children taking part in a range of activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation and held a meeting, with the manager.
- The inspector checked evidence of Disclosure and Barring Service checks and suitability, qualifications and training of staff.
- The inspector looked at a range of policies, procedures, risk assessments and the nursery's self-evaluation form.
- The inspector spoke to some parents and has taken account of their views.
- The inspector spoke with the chairperson of the managing committee about her knowledge of safeguarding procedures, and how the committee oversees the pre-school manager.

### Inspector

Katherine Hurst

## Inspection findings

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

Staff are well-qualified and skilful teachers. They engage children in conversations throughout play, and promote their language and speaking skills well. For example, staff respond to children's interests about farm animals and discuss whether the animals are male or female. They introduce new vocabulary, such as udders and teats, and extend children's understanding of the various animals; where they live and what foods they eat. Staff encourage children to group the different animals in relation to their species and ask questions, such as considering which group of animals is the smallest, to extend their mathematical knowledge. Consequently, staff promote children's learning and development very well, and children make good progress towards the early learning goals. Staff plan a range of small and large group activities, to promote children's learning and generally, most children are excited to join in. However, there are occasions when some children do not appear to want to join in with group singing time. They are not given the option to continue their own play, which has been interrupted to take part in this routine activity. Therefore, learning during this time is not consistently purposeful for all children.

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

Staff place emphasis on children playing and exercising outside in the fresh air. Children can choose to play in either the indoor or outdoor environment, which enables those who learn most effectively outside to thrive. Staff teach children about the different types of weather and how these can aid their play. For example, during windy weather, staff help children to make kites and then fly them around the garden. Staff encourage children to behave well and support them to follow the expectations of the setting. For example, they remind children that they must not talk when their mouth is full of food. As a result, children's behaviour is very good. Staff praise children for being helpful, such as when they tidy up, and give out star awards during group time. However, this occasionally leads to some children, who have not been given an award, getting upset or frustrated.

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

The provider has a good understanding of the Early Years Foundation Stage and implements it well. The manager is dedicated and demonstrates her commitment to providing high-quality teaching and care. She monitors the quality of the setting well. Together with the staff and parents, she identifies how the pre-school can improve. For example, artificial grass has recently been laid, and they are considering how they can make more effective use of the garden. This includes how the resources are arranged and how children access and enjoy it. The manager supervises staff performance effectively. She arranges regular one-to-one meetings with staff, to evaluate the quality of their teaching and care, and to discuss children's learning. The manager tracks children's progress and works with staff to support children's development, where gaps in learning or additional needs are identified. This means that children's individual needs are well met.

## Setting details

<b>Unique reference number</b>	EY413936
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	851464
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Breakspeare Community Pre-School
<b>Date of previous inspection</b>	4 July 2011
<b>Telephone number</b>	000

Breakspeare Community Pre-School was registered in 2010 and is situated on the site of Tanners Wood Primary School. The pre-school employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above, including two with Qualified Teacher Status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9.15am until 3pm. There is an optional lunch club that operates from 11.45am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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