

<b>Inspection date</b>	23 April 2015
Previous inspection date	9 November 2009

<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

- Practitioners work closely with parents. They give them comprehensive details about the setting and share children's settling-in experiences. They effectively gather information to determine children's care and developmental stage. Consequently, practitioners focus on children's individual interests and learning needs from the onset.
- Practitioners work closely with other professionals that children have contact with. This is particularly evident in the effective provision of support for children with special educational needs and/or disabilities.
- Managers are motivated and strive to provide high-quality childcare and education. Practitioners are well qualified and access a variety of training courses, which enhances their already good knowledge and understanding of how children learn. Consequently, they continue to enhance children's learning experiences.
- Practitioners provide age- and developmentally-appropriate activities for all children. They teach using suitable resources that reflect the age of the children within the different groups. Consequently, children make good progress.

### It is not yet outstanding because:

- Practitioners do not always have a precise awareness of children's level of engagement during self-chosen play. Consequently, children are not always actively occupied to maximise their learning opportunities.
- Practitioners do not always use a wide range of questioning techniques to prompt children to predict outcomes before they investigate and experiment. As a result, children's learning is not optimised.

## 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 effective deployment of practitioners, specifically during child-initiated play, in order to enhance children's learning through meaningful activities to promote excellent progress in all areas of development
- increase the use of open-ended questions to allow further opportunities for children to predict outcomes and solve problems to fully extend their learning as they experiment and investigate.

### Inspection activities

- The inspector observed activities in both buildings and outside areas and spoke to practitioners and children at appropriate times during the inspection.
- The inspector met with managers at appropriate times.
- The inspector looked at assessment records, planning documentation, evidence of the suitability of practitioners to work with children and a range of other documentation, including risk assessments and safeguarding procedures.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out joint observations with supervisors from each building.

### Inspector

Katrina Rodden

## Inspection findings

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

Practitioners skilfully incorporate children's interests in the activities they plan. For example, children enthusiastically follow a practitioner as they search for a hidden teddy. They cross stepping stones and crawl through a tunnel, supporting their physical development well. Children use their imagination as they pull up their trouser legs, while pretending to cross some water. Practitioners teach children to recognise sounds from the phonetic alphabet. They sit in a circle while practitioners encourage them to listen to each other. This helps to prepare children for their subsequent move to school. Practitioners effectively support children who speak English as an additional language. They use sign language and keywords to communicate their feelings and needs. Although all groups of children make good progress, there is scope for practitioners to further support children to make exceptional progress. There are occasionally short periods of time where practitioners are not fully aware of the levels of engagement children have during self-initiated play. Consequently, children are not always fully engaged in meaningful learning. In addition, practitioners do not always use a wide variety of questioning techniques to encourage children to predict outcomes as they experiment. As a result, learning is not fully maximised.

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

Practitioners provide a warm and welcoming environment for children to learn in. There is an effective key-person system, which enables children to quickly build up a trusting relationship with practitioners. The routine within the setting incorporates a rotation system so that practitioners spend time in each building. Consequently, children recognise and are known by all practitioners, which helps children to feel secure. Children have the opportunity to choose either milk or water to drink with their nutritious snack. They enjoy helping practitioners wash their plates and cups up afterwards. Practitioners teach children to wash their hands before eating and after using the toilet. Consequently, children begin to understand good hygiene routines.

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

Managers effectively implement all areas of the Early Years Foundation Stage. They meet with practitioners on a regular basis, ensuring policies are consistently followed and that any issues are addressed. Managers and practitioners understand and follow the effective safeguarding procedures. Providers follow robust recruitment procedures and ensure all practitioners are suitably qualified to work with children. Practitioners understand the importance of keeping the buildings and outside areas safe and secure. They make daily checks of all areas, minimising hazards. Managers regularly monitor children's progress so that any gaps in children's development are quickly addressed. Managers value the regular feedback obtained from parents and other professionals. They review the self-evaluation records and effectively implement any identified improvements. For example, a peer mentoring and observation system has been introduced, enhancing service delivery.

## Setting details

<b>Unique reference number</b>	EY295453
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	861541
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Glebe Kids Limited
<b>Date of previous inspection</b>	9 November 2009
<b>Telephone number</b>	01462 686683

Glebe Kids registered in 2005 and operates in Letchworth, Hertfordshire. The setting is open from 8.30am to 3.30pm five days a week, during school term time only. Children attend a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting also provides funded education for two-, three- and four-year- old children. The setting employs 10 childcare practitioners, eight of whom hold early years qualifications at level 2, 3 or above.

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