

# Cassio Pre - School

St Andrews Church Hall, Church Road, Watford, Hertfordshire, WD17 4PY



## Inspection date

12 May 2015

## Previous inspection date

30 March 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

- Teaching is good because staff are attentive to children's needs. They work hard to create a welcoming and stimulating learning environment in which children are happy. This encourages children to become inquisitive learners and to be motivated in their play. As a result, children are eager to explore and show good levels of confidence. This contributes to their readiness for school.
- Children form secure attachments with friendly staff who provide a caring environment for them. Safe recruitment and secure procedures ensure all those working with children are safe to do so. This means their safety is protected
- Staff skilfully teach children a range of social skills. This helps them to build relationships, so they play and learn well with others.
- Staff have extremely good partnerships with other professionals, such as those who specialise in supporting children who have special educational needs and/or disabilities. This means that further guidance and support is swiftly obtained. As a result, additional ideas to support children's learning and development are effectively implemented.
- There is strong leadership and management, and a committed team of staff. The continual drive for improvement, alongside a programme of professional development, means that staff are constantly improving their skills and practice.

### It is not yet outstanding because:

- Staff do not use all opportunities to promote and extend children's early reading and writing skills.

## What the setting needs to do to improve further

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

- extend learning opportunities for literacy to help children develop further their early writing and reading skills.

## Inspection activities

- The inspector observed activities and staff interactions with children, indoors and in the outside learning environment.
- The inspector carried out a joint observation with one of the managers.
- The inspector looked at documentation, including a sample of children's records and planning, and checked the suitability of staff, students and committee members.
- The inspector spoke to parents to gain their views.

## Inspector

Maura Pigram

## Inspection findings

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

Children make good progress in their learning and development. This is because staff have a secure knowledge of how children learn and develop. They know children very well and organise a balance of child-initiated and adult-led activities that interest children. This ensures children gain a good range of skills to support their future learning, for instance, when they move on to school. Planning for children's learning is flexible and is regularly reviewed, along with systems for observations and assessments. Children freely explore the environment. They enjoy making hand prints and discovering how to create different colours by mixing paints together. Children can borrow books and a popular toy bear with a related diary, to share with their families, which supports children's learning at home. Staff extend children's skills further by linking art and craft activities to popular themes and stories. Since the last inspection, more resources are in place to support children's home languages, such as dual-language books. However, staff miss opportunities to incorporate reading and writing skills into a wider range of activities.

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

Children settle well because staff obtain a wealth of information from parents when children first start, such as interests and individual needs. Staff take positive steps to ensure that children receive tailored and individualised support. For example, the layout of the setting is carefully considered so that children can easily access resources of their choice. As a result, children show good levels of self-esteem and independence. Children learn to understand and implement safety rules. For example, they give time for their friends to come off the trampoline before having their turn. Outdoors, they negotiate space well when riding bikes. Children are provided with constant praise and encouragement, and are reminded about expectations of behaviour. Staff ensure that children are prepared emotionally for making the move to school. As a result, children are supported in making a smooth transition to new surroundings.

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

The managers have a good understanding of their responsibility to meet and implement the requirements of the Early Years Foundation Stage. Good safeguarding procedures are put into practice. Staff are clear about their roles and responsibilities if they have concerns about the welfare of children. There are effective systems in place to monitor children's progress, and the quality of teaching and learning is regularly discussed. New ideas gained from training are implemented, have a positive impact on children's learning and improve concentration skills. Parents are very happy with the playgroup and comment on the positive impact that coming has made to their children's progress. The managers and their staff continually reflect on their practice. This shows their commitment to developing the pre-school further, to ensure children are provided with a positive learning experience. For example, they carry out continuous action plans to improve the pre-school even further and value the views of children and their parents.

## Setting details

<b>Unique reference number</b>	130629
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1010073
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Cassio Pre-School Committee
<b>Date of previous inspection</b>	30 March 2011
<b>Telephone number</b>	01923 252086

Cassio Pre - School was registered in 1993. The pre-school is committee led and employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, and eight hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions from Monday to Thursday are from 9.15am to 12.15pm, and an afternoon session operates from 12.45pm to 3.45pm. On Fridays the pre-school operates from 9.15am to 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

