

# Datchworth Pre-School

Datchworth Village Hall, 52 Datchworth Green, Datchworth, Hertfordshire, SG3 6TL



## Inspection date

23 June 2015

Previous inspection date

21 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

- Staff know and implement the learning and development requirements well. They regularly assess children's skills and plan activities to support their progress. As a result, teaching is good and children progress steadily.
- Strong partnerships with parents have a positive impact on children's learning and well-being. Staff and parents exchange regular information about children's learning, needs and interests, both at home and pre-school. As a result, children have continuous support.
- Children appropriately develop their literacy and numeracy skills through play. For example, they play with dinosaur figures, group them by names and species. Staff teach children to use descriptive words to compare and differentiate the dinosaurs. As a result, children develop important skills for school.
- Staff provide children with nutritious snacks, daily exercise and regular outings. Furthermore, they support them in learning to independently manage their personal needs and hygiene. Consequently, children are effectively introduced to healthy lifestyles.
- Staff participate in child protection training and effectively monitor children's welfare. They are secure in their knowledge and maintain strong links with the local authority to ensure children are safe and protected.
- Staff participate in induction, supervision meetings and appraisals. They benefit from regular team meetings, monitoring and training to continuously improve their practice.

### It is not yet outstanding because:

- Staff do not always effectively use resources and props to engage children's full attention and interest during activities, such as group discussion and story sessions. As a result, children's learning is not maximised at all times.

## What the setting needs to do to improve further

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

- make better use of props and resources during activities to further engage children's interests and promote their rapid learning.

### Inspection activities

- The inspector observed activities and children at play throughout the inspection. She conducted two joint observations with the manager.
- The inspector interacted with children and spoke with staff during the inspection.
- The inspector sampled a range of documentation, including policies, self-evaluation form, evidence of the staff's suitability and safeguarding procedures.
- The inspector looked at children's assessments and planning records.
- The inspector had a tour of both the indoor and outdoor play areas. She evaluated equipment and resources available for children.
- 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 good**

Staff skilfully identify children's starting points in learning and conduct ongoing observations of their skills. Through comprehensive assessments, they identify and promote children's next steps of development. Children's interests are celebrated in activities across all areas of learning. For example, they enjoy building with large blocks so staff provide them plenty of building opportunities. Children also become absorbed in their dinosaur play. However, they are not always encouraged to use the available resources, such as the interactive whiteboard, to extend their interests and knowledge of the subject further. Staff value child-initiated play and give children ample time for uninterrupted learning through their activity. For example, children place sheets of paper on differently textured surfaces, then draw on them with crayons to create different patterns. Staff conduct the progress check for children between the ages of two and three years. They effectively identify and promote their emerging needs. Practice is inclusive and all children, including those who speak English as an additional language, benefit from prompt support.

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

Staff are welcoming and attentive towards children, who cooperatively play and contently participate in activities and routines. Settling-in sessions are flexibly organised and parents stay and play with their children to comfort them during initial sessions. Staff tailor practice to children's individual requirements. As a result, children feel comfortable and happy. The key-person system is effectively implemented, allowing parents, children and staff to form strong bonds. Staff are positive role models for children. They reinforce good manners and praise children's achievements to boost their self-esteem and confidence. Consequently, children behave well. Staff teach children to respect their peers and the environment. Furthermore, children are involved in taking decisions, making choices and learning to keep safe. Staff celebrate the theme of school and invite teachers in to visit children. As a result, children are emotionally ready and excited to start school.

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

Staff are knowledgeable about the safeguarding and welfare requirements. They maintain well-documented practice and are effectively deployed to ensure children are supervised at all times. Staff share policies with parents, so they know the procedures in place to care for and educate children. The manager promotes safe recruitment procedures, regularly reviews staff's suitability checks and provides them with opportunities for continuous professional development. As a result, children are cared for by suitable adults. Additionally, staff conduct daily checks of play areas to minimise risks and ensure children's safety. The manager tracks children's progress and provides staff with plenty of opportunities for training to broaden and hone their knowledge and skills. She involves staff, the local authority and parents in reflecting on practice. As a result, children benefit from effective support to their needs.

## Setting details

|                                    |                                 |
|------------------------------------|---------------------------------|
| <b>Unique reference number</b>     | 146430                          |
| <b>Local authority</b>             | Hertfordshire                   |
| <b>Inspection number</b>           | 871006                          |
| <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>      | 26                              |
| <b>Number of children on roll</b>  | 33                              |
| <b>Name of provider</b>            | Datchworth Pre-School Committee |
| <b>Date of previous inspection</b> | 21 March 2011                   |
| <b>Telephone number</b>            | 01438 814310                    |

Datchworth Pre-School was registered in 1994. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, 3 and 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon. The pre-school offers a lunch club from 12 noon to 1pm. It also offers afternoon sessions on Tuesdays and Thursdays from 1pm to 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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