

St. Philip Howard Pre School Playgroup

St. Philip Howard School, Woods Avenue, HATFIELD, Hertfordshire, AL10 8NN



Inspection date

9 September 2015

Previous inspection date

20 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are warmly welcomed into a stimulating play environment. Staff are very friendly and help children to feel secure and settled. This helps them to become confident and absorbed in activities that interest and challenge them.
- There are good working relationships with other agencies and professionals, such as health visitors and the local children's centres. This helps to ensure children and families receive the help that they need.
- Staff make very good use of the local environment to extend children's learning. They teach children how to keep themselves safe when walking through wooded areas.
- Parents speak highly of the staff and the service that they provide. They are extremely happy and say that their children's social skills have improved since coming to the pre-school.

It is not yet outstanding because:

- The pre-school does not yet check the progress made by different groups of children. This means that staff cannot be sure that all children make as much progress as possible.
- There is not a strong enough emphasis on evaluating staff's practice. It is not yet sharply focused on identifying what needs to be done to continually improve the quality of teaching.

What the setting needs to do to improve further

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

- review the monitoring systems used to assess children's development to clearly show the progress different groups of children are making.
- focus more on the quality of teaching when evaluating staff's practice in order to clearly identify and prioritise what needs to be done to continually improve children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and the deputy. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of committee members and staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

The manager demonstrates a secure understanding of the requirements of the Early Years Foundation Stage. She is very experienced and well qualified. She ensures staff are able to extend their knowledge by attending purposeful training and short courses. Since the last inspection, staff have developed their knowledge about supporting younger children's learning and have successfully reviewed their teaching styles. This has a positive impact on children's learning. However, staff are not yet using their observations and assessments to show how different groups of children are progressing. The arrangements for safeguarding are effective. Staff have a secure understanding of their roles and responsibilities. Policies and procedures are implemented effectively to ensure that children are kept safe. The manager and her team evaluate their practice and take account of the views of parents and children. However, this is not yet sufficiently targeted to further enhance the quality of the teaching so that challenges for children are extended.

Quality of teaching, learning and assessment is good

Children learn through active play and exploration, both inside and outdoors. The quality of teaching is good because staff plan activities and experiences taking into account children's interests and preferences. For example, all children are active learners and enjoy imaginative play in the 'builder's site' and the 'ice-cream parlour'. Older children solve problems and share books with their friends. Staff use their skills and experience well. They place high emphasis on supporting children's language and communication. Staff use key words, puppets and pictures to help children make connections in their learning, particularly the younger children. In addition, very good use is made of musical instruments and microphones to help obtain responses from children. They sing with delight and parents are supplied with booklets of popular nursery rhymes so that they can support their children's learning at home.

Personal development, behaviour and welfare are good

Children's needs are well supported so that they feel settled and secure. They are helped to become confident and absorbed in activities that interests them. Children are helped to learn how to behave well and to treat each other with respect. There is a very close partnership with the nursery and school that children attend so that information about children is shared. Physical exercise is well promoted. Children enjoy using swings safely outdoors and are learning how to balance when walking across beams.

Outcomes for children are good

Children are making good progress. They are learning to be independent. For example, older children are able to attend to their personal needs. Children who speak English as an additional language are well supported. Children are gaining skills they need to move on in their learning, such as starting school.

Setting details

Unique reference number	148149
Local authority	Hertfordshire
Inspection number	874931
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	35
Name of provider	St Philip Howard Pre School Playgroup Committee
Date of previous inspection	20 May 2010
Telephone number	01707 263969 M07950624815

St Philip Howard Pre School Playgroup was registered in 1990. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The manager holds an appropriate early years qualification at level 4. The pre-school opens from Monday to Friday all year round. Sessions are from 8.50am to 3.15pm on Monday to Thursday. Friday sessions are from 8.50am to 1pm. The pre-school provides funded early education for two-, three- and four-year-old children. It also supports children who speak English as an additional language.

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