

Owlets Pre School Widford

Widford School, Ware Road, Widford, WARE, Hertfordshire, SG12 8RE



Inspection date

15 September 2015

Previous inspection date

6 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The staff team has put in place effective systems to ensure the daily organisation of the pre-school meets the requirements of the Early Years Foundation Stage. The prompt action taken has had a positive impact on the quality and consistency of teaching.
- Practitioners make good use of what children know and can do. They use their observations of children at play to decide on the next steps in learning that will most benefit them.
- The very close working with school practitioners, in the shared space, provides children with ample opportunity to get to know the nursery and Reception classes. This supports children in making a seamless move into school.
- Children are making rapid progress towards the early learning goals. Practitioners closely monitor development and use effective strategies to ensure children continue to achieve well.

It is not yet outstanding because:

- Practitioners are not consistently making the best use of the information available from parents to establish starting points at the earliest opportunity.
- The planning and focus for learning outdoors are sometimes limited to physical play. This does not take sufficient account of children who prefer to learn outside and their need for a broader range of teaching.

What the setting needs to do to improve further

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

- extend the use of the information gathered from parents about children's abilities on entry, in order to determine their individual starting points at the earliest opportunity
- ensure the planning for outdoor learning covers a broad range of experiences and guides teaching, in order to fully support children who prefer to learn outdoors.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of practitioners and committee members.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

Practitioners understand their roles and responsibilities. They implement policies and maintain all required records very well. Confidentiality is respected and information is kept secure. They frequently reflect on their practice and use supervision successfully to decide on appropriate training. This helps them to improve their teaching skills further. The programme of continuous professional development is embedded and practitioners are studying to achieve higher-level qualifications. Practitioners demonstrate their clear capacity to bring about sustained improvements. The arrangements for safeguarding are effective. Practitioners provide a safe environment and help children to learn about safety and risk through planned activities and the daily routine. Practitioners develop successful relationships with parents. They gather useful information about what children know and can do, but they are not routinely using this to establish starting points.

Quality of teaching, learning and assessment is good

Practitioners teach children well. They use a variety of adult-led activities and supported free play to help children learn new skills. There are plenty of opportunities for children to revisit activities that they enjoy. Several children repeat the music session for themselves, collecting the musical instruments and taking on the various roles. There is a sharp focus on speaking, listening and attention. Children have a wealth of opportunities to practise and develop these skills. Practitioners are sharing the responsibilities for planning and assessment. They meet regularly to plan for children's next steps in learning. They use their assessments effectively and identify a variety of ways to promote children's achievement. There is scope to extend the planning for outdoor learning to better meet the needs of children who prefer to learn outside. Parents contribute to children's learning and practitioners offer useful ideas to support this at home.

Personal development, behaviour and welfare are good

Practitioners are good role models and they communicate clear messages about how to behave. Children move safely indoors and show they are responsible as they help to put away resources. Practitioners promote children's personal, social and emotional development well. They are attentive listeners when children speak and make sure that during group activities every child is included appropriately. Practitioners effectively support children who find a larger group more challenging, helping them to understand what is happening and to join in. Children are independent; they use the toilet and wash their hands at appropriate times. Practitioners monitor this carefully to make sure it is done properly. Practitioners include plenty of time for children to exercise in the fresh air, making sure children have waterproof clothing so they can go out in all weathers.

Outcomes for children are good

Children are prepared for school. They develop the skills they need to support them in the next stage of their learning. Children are developing confidence in speaking and listening, becoming more independent and acquiring good knowledge of the world around them. Practitioners track children's progress effectively.

Setting details

Unique reference number	EY381836
Local authority	Hertfordshire
Inspection number	1009287
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	10
Number of children on roll	11
Name of provider	Widford School Pre-School Committee
Date of previous inspection	6 March 2015
Telephone number	01279 842681

Owlets Pre-School Widford was registered in 2007. The pre-school employs two members of staff, both of whom hold appropriate early years qualifications at levels 2 and 3. The pre-school is open each weekday during term time from 8.40am until 12 noon, and offers lunch sessions from 12 noon until 1pm, Monday to Friday. Extended sessions offering wrap-around care are also offered Monday to Thursday from 1pm to 3pm. The pre-school provides funded early education for two- and three-year-old children.

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