

Digswell Pre-School

St. Johns C of E Primary School, Hertford Road, WELWYN, Hertfordshire, AL6 0BX



Inspection date	10 November 2015
Previous inspection date	11 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 ambitious manager and her enthusiastic team of staff have made significant improvement since the last inspection. Effective support from a local development officer and inclusion consultant helps them to reflect on all areas of practice and supports continuous, positive change.
- Well-qualified staff demonstrate a secure understanding of the learning and development requirements. Teaching is very strong. Staff choose timely moments to extend children's learning during play and reshape tasks to provide them with consistent challenge.
- Children's well-being is promoted. Each child's key person sensitively builds on their interests and establishes how they are best comforted. This helps children to develop secure attachments with staff and experience a smooth move into the pre-school.
- Partnerships with parents are well established. Strategies for communication, such as daily discussion, regular emails and parents' meetings support the two-way flow of information. Parents are fully informed of the activities children take part in and contribute valuable detail to support future plans.

It is not yet outstanding because:

- Staff do not always fully work in partnership with all the other settings that children attend to maximise children's individual learning.
- On occasion, the timing of activities does not take into account the changing needs of children so that they are able to sustain focus and make the best possible progress.

What the setting needs to do to improve further

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

- strengthen partnerships with the other settings that children attend to develop more effective ways to share information about children's learning and development
- review the organisation of planned activities so that they are flexible to children's ever-changing needs, in order to maximise effective learning opportunities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She talked to children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school provider and held discussions with the deputy manager and all other members of staff.
- The inspector held a meeting with the pre-school provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of 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

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The provider has successfully addressed the previous set action and recommendations. For example, staff now take rigorous measures to ensure children's next steps in learning are used to inform planning. Effective self-evaluation highlights the pre-school's priorities for improvement. Staff welcome parents' feedback as part of this process. Regular supervision ensures staff receive support where they most need it. This helps to enhance their level of knowledge and maintain the good quality of teaching. The arrangements for safeguarding are effective. Robust recruitment procedures ensure the suitability of all those working with children. Staff are aware of their responsibility to protect children and have all received first-aid training so that they know what action to take in the event of an emergency. This promotes children's welfare.

Quality of teaching, learning and assessment is good

Staff provide a wide range of experiences for children to match their individual abilities. They attend regular planning meetings to ensure that the learning programme is varied and share innovative ideas for future activities. For example, children examine home-made bottles containing items to represent the seasons and changing weather. This helps to stimulate discussion during group time and support children's understanding of the world. Staff know how to promote children's learning. They engage children in regular dialogue, use clear pronunciation of words and take time to listen to their responses. This supports children's speech and language skills and encourages their further contribution. Outdoors, children test out their ideas and make predictions with their friends. They guess and observe the speed of various-sized vehicles as they roll them along lengths of pipe placed at different heights.

Personal development, behaviour and welfare are good

Children are eager to attend the pre-school and separate from parents and carers with ease. Staff organise the space well. This allows children to make choices in their play between the stimulating, well-resourced indoor and outdoor areas. Children gain support and reassurance as they need. Staff show sensitivity as they immediately deal with moments of upset, resulting in children swiftly returning to their play. Staff act as good role models and provide children with clear, concise explanations. This helps them learn appropriate ways in which to behave. For example, children comment that they must not push their friends or run when inside. Staff encourage children to take on the responsibility of small tasks; they clear away their plates after eating and help count how many children attend each day. This helps to develop their self-help skills and helps to promote their knowledge of early mathematics. Children show awareness of risk as they help staff to make resources safe after rainfall.

Outcomes for children are good

Precise assessments and well-planned focus activities help all children to make good levels of progress. Children listen to instructions and enjoy exploring the use of letters and sounds. They develop the essential skills that they need in readiness for their move on to nursery, and where relevant school.

Setting details

Unique reference number	EY458475
Local authority	Hertfordshire
Inspection number	1028413
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	17
Name of provider	Digswell Pre-School and Toddler Club Committee
Date of previous inspection	11 June 2013
Telephone number	07748 851240

Digswell Pre-School was registered in 2012 and is committee run. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and two hold a qualification at level 3. The remaining member of staff has gained a qualification at level 2 and is working towards completing her level 3. The pre-school opens Monday to Friday, during school term times. Sessions are from 12.30pm until 3.30pm, with a lunch club offered to pre-school and nursery children from 11.50am until 12.30pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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