

Berrygrove Early Years Centre



Berrygrove Pre-School, Berrygrove School Annexe, Cow Lane, WATFORD, WD25 9PW

Inspection date 9 December 2015
Previous inspection date 28 June 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching and planning in the pre-school room is not good enough. Staff do not consistently organise group activities well or provide experiences in sufficient depth and breadth to fully support children to make consistently good progress.
- Some of the children's resources in the pre-school room and outdoors are not clean and pose a minor risk to children's well-being.
- Leaders do not monitor and evaluate the quality of teaching or the provision robustly enough to raise children's achievements to a higher level.

It has the following strengths

- Staff caring for younger children are attentive to their needs. They get down to their level and give them lots of reassurance during their day. Young children show through their play that they are happy and have good relationships with the staff.
- The manager and staff have very close relationships with other professionals, different agencies and the local school. There are very strong, well-coordinated plans in place to support disabled children and those with special educational needs.
- Children are supported well to develop positive relationships with each other. Staff have attended recent behaviour management training, which has had a positive impact. They share this information with parents.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ improve the quality of teaching to ensure that staff have the appropriate skills to be able to plan and provide a good range of quality learning experiences that challenge the pre-school children	08/01/2016
■ ensure that all resources, such as play mats and imaginative toys, are clean and fit for purpose	31/12/2015
■ plan and organise group activities so they are sufficiently motivating and challenging for children.	31/12/2015

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

- monitor staff performance more closely to ensure that children receive consistently good quality teaching and learning experiences.

Inspection activities

- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- 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 manager.
- The inspector spoke to a small selection of parents and took account of their views.
- The inspector held a meeting with the provider and the manager. She looked at relevant documentation, such as the setting's self-evaluation, the safeguarding policy and children's records. She also looked at evidence of the suitability of staff working with the children.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff know the procedures to follow if they have concerns about the welfare of a child in their care. The provider and the staff team hold regular meetings to discuss children's progress. They also reflect on the provision and identify some of the setting's strengths and weaknesses. They involve the parents and children in this process. Recruitment procedures are secure. Staff supervision and performance management meetings are carried out. However, these are not fully effective. Leaders do not focus sharply enough on promoting consistency and raising the quality of teaching and practice to higher levels.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Children are not always actively engaged in challenging activities that build on their interests. Some sessions, such as the music and craft sessions, are overly noisy and not well organised. Children quickly lose interest and this affects their learning. In contrast, children in the toddler room are supported well. Staff provide a greater variety of activities to promote their learning and development. They promote children's language and communication skills very well. Staff tune into children's needs and support them indoors and outdoors. For example, they use body language and simple signs to help younger children and those who speak English as an additional language to communicate their needs. Children gain in confidence and happily explore their environment. Staff complete regular observations and assessments of children's learning. These are shared with all staff during planning meetings and used to support children to make some progress.

Personal development, behaviour and welfare require improvement

Staff are warm, kind and friendly. Children are helped to settle well and the key-person arrangement works well. Children are familiar with daily routines and choose whether they wish to play inside or stay indoors. They demonstrate self-confidence and are helped to develop their self-help skills from an early age. Younger children help to put on their painting aprons and older children put on their coats. Children learn about healthy living when staff discuss the benefits of playing in the fresh air. However, some play mats and imaginative toys, such as dolls and prams, are not well maintained to promote children's well-being. All children enjoy playing outdoors and confidently move around the play areas. They love running up and down the slope. Children take part in discussions with staff that help them to develop their understanding about staying safe. They have fun riding bikes, digging in the sand or playing with water. Children learn about different families and their celebrations. This helps them to value each other and to respect diversity.

Outcomes for children

All children, including disabled children and those with special educational needs, and children who access funding, make steady progress from their starting points. They are acquiring some of the key skills they need for future learning, such as starting school.

Setting details

Unique reference number	EY440334
Local authority	Hertfordshire
Inspection number	854060
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 6
Total number of places	50
Number of children on roll	96
Name of provider	Berrygrove Early Years Centre
Date of previous inspection	28 June 2012
Telephone number	01923676763

Berrygrove Early Years Centre was registered in 1998 and re-registered in 2012. The centre employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, one holds Early Years Professional status and the manager holds level 5. The centre offers daycare provision and a pre-school. A breakfast club and an after-school club are also provided. These are for children attending the nursery or Reception class at the on-site school. These provisions operate Monday to Friday during term time. The daycare and the pre-school sessions operate from 8am to 6pm. The breakfast club operates from 8am to 6pm. The after-school club operates from 3pm to 6pm. The centre provides funded early education for two-, three- and four-year-old children.

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