

Redbourn Pre School

Methodist Church Hall, North Common, Redbourn, AL3 7BU



Inspection date	16 December 2015
Previous inspection date	18 May 2011

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

- Staff provide consistent boundaries that help children learn how to behave well. Children are happy and settled. They form strong bonds and attachments with other children and members of staff.
- The pre-school manager implements regular opportunities to clearly identify strengths and possible training needs, during staff supervision meetings and appraisals. Self-evaluation is effective. The staff team and committee work together on a regular basis to evaluate the pre-school, in order to promote continuous improvements.
- Children's physical development is good. Staff provide daily opportunities for them to enjoy fresh air and exercise. Children are motivated to learn and eagerly engage in planned and spontaneous activities.
- Children learn how to be safe and how to manage risks. Staff use simple language as they talk to children about protecting themselves, such as when they are walking to and from the outside area.
- Partnerships with parents are effective and parents speak highly of the well-established staff team. Parents are warmly welcomed and regularly encouraged to extend their children's learning at home. Photos, learning profiles and daily discussions are shared to ensure that parents remain updated with their children's progress.

It is not yet outstanding because:

- On occasions, staff do not adapt activities to meet the individual needs of children at different stages of learning.
- Opportunities for children who speak English as an additional language, or are bilingual, to use their home language during play are not consistently promoted.

What the setting needs to do to improve further

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

- adapt activities to provide appropriate challenge for children of differing ages and abilities
- strengthen opportunities for bilingual children, and those who speak English as an additional language, to use their home language during play.

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 held a meeting with the pre-school manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school and committee members.
- The inspector spoke to a small amount of parents during the inspection and took account of written references also available.
- The inspector reviewed the pre-school's self-evaluation record and talked to the manager about how the pre-school and committee evaluate their provision.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed a planned activity and jointly evaluated this with the manager.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend regular training to ensure that they are aware of current legislation and updated changes. They demonstrate a good understanding of how to protect children in their care and know the procedure to follow if they have concerns. Three members of staff, including the manager, have attended enhanced training and are able to confidently take the lead when dealing with safeguarding concerns. The manager has implemented effective monitoring of staff practice, through observations. In addition to this, the chair of the committee monitors the pre-school management. All staff attend focused training to improve their teaching. Well-qualified staff are confident to share their ideas. They work together very well and introduce positive changes from discussions at regular team and planning meetings. The manager tracks the progress of all children, including specific groups. This supports staff to address any potential gaps that may appear in children's development. Staff have effective links with other providers, such as local childminders. This promotes children's continuity of care and learning through sharing information effectively.

Quality of teaching, learning and assessment is good

Observation, assessment and planning is well organised. Staff complete regular observations of children to identify their next steps in learning. Staff ensure that there is a good balance of adult-led and child-initiated activities that support children's overall learning and development. Staff support children to acquire the skills they need for future learning. Children engage with their friends in activities that are stimulating and linked to what they enjoy. Children respond well to staff's probing questions. For example, staff use children's interest in dinosaurs to promote their speech and language development. Children eagerly talk about the different features the dinosaurs have, demonstrating their growing vocabulary.

Personal development, behaviour and welfare are good

Children take part in group activities that promote their self-esteem and confidence. They stand up in front of their friends and confidently talk about things they bring from home, which link to pre-school topics. Staff know children very well and support their personal, social and emotional development effectively. Children build positive friendships with other children. They share and take turns with activities and quickly include newer children into their games. The key-person system is effective in supporting children to build strong relationships. Children learn about the importance of being healthy. They are independent in their handwashing and are keen to help staff prepare fruit for snack time. Staff use opportunities, such as when children peel and cut fruit, to talk about their personal safety and the importance of using tools and utensils safely.

Outcomes for children are good

Staff are aware of children's starting points and capabilities. Planning focuses heavily on incorporating all areas of learning. Children, including those who speak English as an additional language, are well supported by staff and make good progress in their learning and development.

Setting details

Unique reference number	EY287400
Local authority	Hertfordshire
Inspection number	861277
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	31
Name of provider	Redbourn Preschool Committee
Date of previous inspection	18 May 2011
Telephone number	07814 634808

Redbourn Pre School registered in 1987 and is run by a voluntary group of parents in Redbourn. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, 9.15am until 12.15pm, term time only, with an optional lunch club until 1pm each day. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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