

Cuffley Pre-School Nursery

Cuffley Football Club, Northaw Road East, CUFFLEY, Hertfordshire, EN6 4RD



Inspection date

13 January 2016

Previous inspection date

21 September 2012

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

- Partnerships with parents and carers are good. Information sharing is consistent and staff promote daily two-way communication to ensure that parents are able to support their children's learning at home.
- Staff ensure that children are safe at all times by completing regular risk assessments and daily checks. Staff use every opportunity to promote children's understanding of how to stay safe. For example, regular discussions at snack time help children to understand the importance of using cutlery safely.
- Children's physical development is well promoted. They have good opportunities to enjoy the outside environment. In addition to this, children take part in regular activities, such as football, and explore the local community during walks and outings.
- Staff promote children's understanding of healthy lifestyles. During snack time, they talk about which foods are good and bad for them. They understand that drinking milk is good for their teeth and bones.
- The manager implements regular opportunities to identify strengths and possible training needs during staff supervision meetings. Self-evaluation is effective. The staff team continually monitors and evaluates the learning and development requirements. They seek the views of parents and children to make improvements.

It is not yet outstanding because:

- The tracking of children's progress is not sharply focused on assessing how well specific groups of children are achieving.
- On occasions, young children do not have enough time to think about how to respond to questions and comments from the staff.

What the setting needs to do to improve further

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

- refine the system for assessing progress, so that it gives a clear picture of the achievements made by specific groups of children, in order to sharpen planning where necessary
- provide children with sufficient time to respond to staff's questions and comments during play.

Inspection activities

- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as self-evaluation and saw evidence of the suitability of staff working in the nursery.
- The inspector observed a planned activity and jointly evaluated this with the manager.
- The inspector took account of the views of parents provided in documentation.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management ensure that all suitability checks are completed and staff are suitable to work with children. Regular child protection training and a robust induction procedure mean that staff understand their role and responsibility in caring for children at the pre-school. The manager monitors staff's practice on a regular basis. She completes observations of staff and provides feedback that praises their strengths and identifies areas for improvement. Staff work closely with other providers, professionals and local settings to support children's individual and specific needs. They attend regular meetings and training opportunities that are relevant to their roles. For example, staff attend training on letters and sounds. This supports their planning and assessment of very young children and helps them to focus on activities that encourage their language development.

Quality of teaching, learning and assessment is good

Teaching is good. Staff demonstrate a strong understanding of how to implement the Early Years Foundation Stage. They organise and plan a range of challenging activities and experiences that supports children in reaching their next steps in learning. Staff carry out regular observations and complete detailed assessments to identify where children are in their learning and development. Children are challenged appropriately and engage in fun and stimulating activities. They demonstrate good physical skills as they use tweezers to transfer items from one container to another. Children's communication and language development, including those who speak English as an additional language, are good. They quickly recognise their names on arrival as they self-register and are surrounded by a wide range of words and letters to increase their learning. Children are motivated and eager to learn. They make choices about their play and flourish as staff interact with genuine enjoyment. For example, as they make tea for staff in the home corner, they talk openly and happily about what they are doing as they roll play dough to create pretend cakes.

Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment where they display a wide range of children's artwork. Children learn about appropriate ways in which to behave. Staff are good role models and speak calmly as they talk to children. Children are kind to each other. They show concern for others when they are upset and take turns during group activities. Staff promote children's personal, social and emotional development very well. They constantly tell children how good they are and praise them for their good listening skills during small-group times. Children are encouraged to try and do things for themselves. Staff encourage them to put on their waterproof suits and boots independently as they prepare for outside play. Additionally, children demonstrate strong independent skills as they confidently use the bathroom, following good hygiene routines.

Outcomes for children are good

Overall, children are making good progress and gain some of the necessary skills to be ready for school or the next stage of their learning.

Setting details

Unique reference number	EY447293
Local authority	Hertfordshire
Inspection number	1027910
Type of provision	Full-time 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	14
Name of provider	Linda Lacey
Date of previous inspection	21 September 2012
Telephone number	07930494323

Cuffley Pre-School Nursery was registered in 1968. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens on Tuesdays and Thursdays from 9am until 3.30pm and on Mondays, Wednesdays and Fridays from 9am until 12 noon with an optional lunch club until 1pm, term time only. The pre-school also offers an optional holiday club which operates during the school holidays. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school provides care for children who speak English as an additional language.

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