

The Early Bird Pre-School (Norton)

Norton Parish Centre, Common View, Letchworth Garden City, SG6 1DA



Inspection date

19 January 2016

Previous inspection date

13 June 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|-------------|---|
| | Previous inspection: | Outstanding | 1 |
| 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

- Managers accurately monitor the progress that all groups of children are making. This helps them ensure that all children, given their starting points, quickly move to the next stage in their development.
- The well-qualified staff use a variety of good teaching methods to stimulate and encourage children as they select activities that interest them. Some children choose to build a high tower out of large bricks while others find numbers buried in wet sand.
- Managers and staff are motivated and continually enhance their good knowledge and understanding about children's learning and welfare needs. Recent training has significantly helped staff to recognise and understand children's behaviour. Managers have introduced consistent and effective methods to support children's emotional well-being and good behaviour.
- The owner and managers use robust selection and recruitment procedures to ensure that staff are suitable to work with children and are qualified for their specific role within the pre-school. New staff receive an in-depth induction to make sure they follow and understand all the pre-school's policies and procedures.
- Staff value children's opinions. Children are regularly involved in helping to decide themes and activities staff provide for them. Favourite books and film characters often feature, helping to trigger children's imagination and eagerness to learn.

It is not yet outstanding because:

- Staff do not always make the most of every opportunity to encourage children to solve problems, predict outcomes and think through their answers.

What the setting needs to do to improve further

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

- allow more time for children to think about how they can solve problems, predict outcomes and complete tasks independently and with their friends.

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 leader.
- The inspector held a meeting with the provider and senior staff.
- The inspector checked evidence of the suitability of staff working with children and looked at relevant documentation, such as, the safeguarding procedures, children's assessments and action plans.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about the procedures managers have put in place to keep children safe. All staff regularly update and refresh their knowledge of all aspects of safeguarding children. The owner and managers have established robust methods to continually review and enhance the quality of care and education provided in the pre-school. Feedback from parents, carers, children, staff and outside agencies are all valued and contribute to detailed action plans. Managers facilitate staff meetings, where they share and review the impact of any changes they have made. Regular staff supervision sessions help to ensure all staff are using their strengths and abilities in the best possible way. Managers work closely with other professionals involved in the lives of children. They share information about the progress disabled children and those with special educational needs make within the pre-school. They welcome other professionals to visit the pre-school to observe and offer advice so that children continue to make good progress.

Quality of teaching, learning and assessment is good

Staff accurately gather information about children's progress in their learning and development. They incorporate children's next steps in learning in the varied activities they provide. Older children spend time together each day, giving staff opportunities to teach skills that help children prepare for their move to school. Children enthusiastically roll large dice then carefully count the spots on them. They match the number they rolled to other objects. Staff take advantage of the large space they have within the building. They have reviewed the equipment set out each day, incorporating more equipment suited to the likes and interests of specific groups of children, such as boys.

Personal development, behaviour and welfare are good

Children move freely around the pre-school, selecting activities and resources they want to investigate. They enjoy eating a selection of nutritious food at snack time. Staff encourage children to pour their own drinks, helping to develop children's independence. Staff are very good at helping children to recognise their feelings. This helps children to feel settled and secure within the pre-school. Children enjoy playing and exercising in the fresh air. They climb on wooden stools and stretch to tap wind chimes, so they can listen to the sound. There is an effective key-person system in place, assisting children to quickly build trusting relationships with staff. Parents are invited to stay for the first session and share information about their children with staff. This helps the key person build up a picture about what each child likes, can do or is worried about.

Outcomes for children are good

All children, given their starting points, make good progress in their learning and development. Disabled children and those with special educational needs are given appropriate support. This includes dedicated one-to-one time to help children move to the next stage in their learning and development. Staff encourage children who speak English as an additional language to try out new words as they play, helping to extend children's emerging vocabulary.

Setting details

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| Unique reference number | EY414270 |
| Local authority | Hertfordshire |
| Inspection number | 850021 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 32 |
| Number of children on roll | 48 |
| Name of provider | Early Bird Childcare Limited |
| Date of previous inspection | 13 June 2011 |
| Telephone number | 07917 606 828 |

The Early Bird Pre-School (Norton) was first registered in 2007. The pre-school provides funded early education for two-, three- and four-year-olds. It is open on a Monday and Wednesday from 9am to 2.30pm, and on a Tuesday, Thursday and Friday from 9am to 1pm, term time only. The pre-school supports disabled children and those with special educational needs and children who speak English as an additional language. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status.

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