

The Commons Pre-School LLP



Commonswood Jmi School, The Commons, WELWYN GARDEN CITY, Hertfordshire,
AL7 4RU

Inspection date	7 March 2016
Previous inspection date	28 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have a superb understanding of how children learn. Their meticulous assessments help them to provide highly stimulating activities that are extremely focused on the individual needs of each child. Children make predictions and mix textures, such as jelly and cereals. They work out how to operate pipettes and solve complex mathematical problems. The quality of teaching is outstanding.
- The strong skills of all key persons ensure that children form very warm and caring bonds with them. Children are extremely happy and demonstrate that they feel exceptionally secure and confident in their care from a very early stage. Home visits and sharing of photograph books help children make a seamless move from home to the pre-school and on to nursery and school when the time comes.
- The leadership and management are inspirational. They are supported by a committed workforce. Self-evaluation is used extremely well to continually reflect on the service they provide. The team has successfully achieved the highest rating of a local authority special educational needs and disability quality assurance scheme, in addition to their accreditation award.
- Staff form excellent partnerships with other professionals, staff from the host school and parents. They highly value parents as their children's first educators and involve them in every aspect of their children's learning. Parents describe the staff as, 'Phenomenal'. These extended partnerships help children to excel in their learning 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:

- continue to extend children's experiences outdoors in new environments to promote their development even further.

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 manager.
- The inspector held a meeting with the manager, group manager and co-owners. She also met with the headteacher of the host school and the early years coordinator of the local children's centre.
- The inspector looked at relevant documentation, such as children's development records and the pre-school's self-evaluation. She also looked at evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and also took account of their written views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have a robust knowledge of the action to take if they have concerns about a child's welfare. Roles and responsibilities are taken very seriously by the well-qualified team. Staff share with parents how they closely monitor children's absences and the swift action they will take, in line with new legislation. Staff have a real thirst to continue to extend their knowledge and skills. Regular robust supervision meetings and excellent training opportunities are tailored to specifically meet the needs of children attending. All staff share best practice at regular staff meetings. This helps them to support and extend children's learning experiences even further. That being said, there are plans to improve staff professional development even further to implement Forest School sessions and enhance children's outcomes to an even higher level.

Quality of teaching, learning and assessment is outstanding

Staff have high expectations of themselves and for what children can achieve. They ensure that their teaching and high-quality toys and activities are presented in innovative ways to provide excellent challenge. They know precisely when to intervene in children's play to support and extend their learning. Staff promote children's communication and language development superbly. Children swiftly learn the meaning of new words in context to their play. Rich and varied activities help children to develop a superb understanding of the world. They confidently sing songs in different languages. Wonderful first-hand experiences, such as visits from a guide dog, help them to learn about the important role they fulfil to help others. Children develop outstanding literacy skills. They write their own name and have fun learning to link letters and sounds. Group time is a highly positive experience for all. Even children of a young age are completely engaged and inspired to join in with exciting interactive stories that staff make come alive.

Personal development, behaviour and welfare are outstanding

Children are welcomed in to the highly stimulating and vibrant, indoor and outdoor areas. They behave exceptionally well and demonstrate immense kind and secure relationships. Children spontaneously use impeccable manners and are highly independent. Staff teach children excellent hygiene routines and the importance of a healthy lifestyle. Staff arranging for visiting dental practitioners to provide individual check-ups is one example of this. Children have superb opportunities to take part in a very wide variety of physical activities. Teaching highly motivates children to develop new skills. They persevere at perfecting their balancing skills as they cross the different height stepping stones. Immense fun is had by all during active music and movement sessions.

Outcomes for children are outstanding

All children make rapid progress from their individual starting points. This includes two-year-olds in receipt of funding, disabled children and those with special educational needs and children who speak English as an additional language. The leadership team's sharp focus on monitoring children's individual progress and different groups of children, identifies any gaps as soon as they emerge. Excellent individual and highly effective plans are swiftly implemented to help children to continue to develop the key skills for school.

Setting details

Unique reference number	EY425329
Local authority	Hertfordshire
Inspection number	850138
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	24
Number of children on roll	106
Name of provider	Tina Covill and Claire Mason Partnership
Date of previous inspection	28 November 2011
Telephone number	07766 407 317

The Commons Pre-School LLP is one of three pre-schools run as a private partnership and registered in 2011. It operates from a building in the school grounds. The pre-school employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, including one member of staff with Early Years Professional status and one with Qualified Teacher Status. The pre-school opens from Monday to Friday, during term time only. A breakfast club runs from 7.40am to 8.40am, pre-school sessions from 8.45am to 11.45am with an optional lunch club to 12.45pm. Afternoon pre-school sessions run from 11.45am to 2.45pm and an after-school club runs from 3.10pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, disabled children and those with special educational needs.

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