

# Little Fields Pre-School

Rosedale Way, Cheshunt, Waltham Cross, Hertfordshire, EN7 6JG



<b>Inspection date</b>	19 November 2015
Previous inspection date	12 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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

- The quality of teaching is consistently good. Well qualified staff use their knowledge, experience and qualifications effectively. They understand how children learn and plan activities based on their individual needs and interests. Children make good progress in their learning.
- Children are happy and demonstrate a strong sense of belonging because they form positive relationships with staff. Staff show genuine care and interest during their interactions with children.
- Staff develop and extend children's' communication skills through purposeful conversations and by effectively modelling language.
- Staff provide a wide range of activities and experiences that interest, challenge and motivate children.
- Partnerships with parents are good. Staff communicate effectively and share information about children's daily activities and interests. Parents speak highly of the care their children receive.

### It is not yet outstanding because:

- Arrangements for the monitoring of staff's performance are not yet fully embedded to focus on raising the quality of teaching to a consistently outstanding level
- The system to assess children's progress in their learning and development is not consistently used by all staff.

## What the setting needs to do to improve further

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

- strengthen the programme for performance management so that it is more precisely targeted to enhance the quality of teaching to the highest level.
- fully embed the system used for assessing children's progress so that it is applied consistently by all staff.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and looked at relevant documentation, policies and procedures, such as the pre-school's self-evaluation, children's learning journeys, and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.

### Inspector

Lorraine Meldrum Sunter

## Inspection findings

### Effectiveness of the leadership and management is good

The management have a clear understanding of the requirements of the statutory framework and ensure they are met. Safeguarding arrangements are effective. Staff have a good understanding of the policies and procedures and how to keep children safe. They know the procedures to follow should they have any concerns about a child or the conduct of an adult working with children. Staff attend mandatory training including safeguarding and first aid, which helps to promote the safety and welfare of children. Opportunities are provided to discuss training and staff are encouraged to undertake further qualifications. The manager has implemented a suitable system for the supervision of staff. However, procedures for monitoring and observing staff's practice are not yet used to best effect to help them to develop their teaching skills to the highest level.

### Quality of teaching, learning and assessment is good

Staff know individual children extremely well and actively exchange information with parents about their children's emerging skills and abilities. Staff make accurate assessments of children's progress and have high expectations of children. They use this information to plan experiences to promote children's next steps in learning so that they remain motivated. Children develop very good communication and language skills. For example, they engage in lively conversations with staff during an exploration activity in the bug area. Children move freely between the indoor and outdoor learning environments, confidently initiating their own play using the range of good quality resources available. Children develop good mathematical skills through the many opportunities provided. They confidently count the dinosaurs in the sand play and talk about the different sizes. Story and singing sessions capture children's interests and they all enjoy listening and participating. There are good links between the pre-school staff, other agencies and the school to promote consistency for children moving on to school.

### Personal development, behaviour and welfare are good

Children rapidly gain independence skills that are appropriate to their ages and stages of development. Children are happy and settled. They benefit from healthy snacks and engage in regular opportunities for exercise. An effective key person approach means that children's individual care needs are valued and respected. Staff employ a variety of suitable methods to support children in considering the needs and feelings of others. Children's behaviour is good. For example, they learn to share and play co-operatively with each other and treat resources with respect. Well-established routines help children build their self-confidence and self-care skills.

### Outcomes for children are good

Children are eager to take part and fully engage in all learning opportunities. They make good progress based on their starting points. Gaps in learning are identified and effective support is given. Children develop the strong foundations they need to prepare them well for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	123862
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1025566
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Little Fields Pre-School Committee
<b>Date of previous inspection</b>	12 November 2014
<b>Telephone number</b>	01992 633195

Little Fields Pre-school was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building, in the grounds of Fairfields Primary School and Nursery in Cheshunt. There is an enclosed area available for outdoor play. The pre-school serves the local area and is accessible to all children. The pre-school is open each weekday, from 8.45am until 11.45am during school term times. The pre-school provides funded early education for two- and three-year-old children. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs four members of staff, three of whom hold appropriate early years qualifications at level 3 and one at level two.

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