

# The Courtyard Pre-School

The Courtyard, Leavesden Road, Watford, Hertfordshire, WD24 5ED



<b>Inspection date</b>	20 October 2015
Previous inspection date	27 March 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

- Teaching is good. The qualified staff interact well with the children and are responsive to their ideas. They show a good understanding of how children learn. Children enjoy a wide range of different experiences that fully engage them.
- The environment is stimulating and well planned, both indoors and outdoors. Children are motivated, eager to explore and learn.
- Children form close relationships with their key person and other staff working in the setting. This really helps them to settle and develop confidence and means they are well prepared for the next stage in their learning.
- Staff work effectively with parents and other professionals. This helps to make children's experiences consistent and supports them to make good progress.
- Children behave well and are polite. Staff are positive role models. They constantly praise and celebrate children's achievements.

### It is not yet outstanding because:

- On occasion, staff do not provide enough challenge to help children make the best possible progress in their learning.
- Systems used to assess and monitor the progress made by children are 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:

- enhance existing planning procedures to provide children with high levels of challenge during all activities, so that they make more rapid progress in their learning.
- further support all staff to consistently implement the assessment system used to increase the potential for children to achieve at the highest level.

### Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning, both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector reviewed documents and procedures relating to safeguarding, and checked other policies.
- The inspector held a meeting with the manager and looked at a range of children's records, planning and evaluation documentation and the information exchanged with parents.
- The inspector spoke to a selection of parents and took account of their views.

### Inspector

Lorraine Meldrum Sunter

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have a clear understanding of the requirements of the statutory framework and ensure they are met. Arrangements for safeguarding are effective. Staff are confident about how to keep children safe from harm, and are knowledgeable about the procedures to follow if they have a concern about a child's welfare. Recruitment procedures are robust and the manager checks the ongoing suitability of staff. The manager provides staff with regular opportunities to discuss individual children and more formal, scheduled meetings to identify professional development needs. The manager monitors children's progress and the quality of staff's assessments to identify and address any gaps in children's development.

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

Staff provide a wide variety of activities that interest children and promote their learning. They join in with children's play, to guide their learning and deliver well-planned group activities. Children enthusiastically join in with story time and are skilfully encouraged by staff to relate the story. This quickly develops their vocabulary and progress in literacy. Staff observe children and assess their progress. They identify what children need to learn next and plan activities to support their continued development. Staff promote children's mathematical skills. Children count the number of stacking blocks and talk about taking one away, adding one more, and how many adding one, plus one, plus one equals. They recognise numbers through various visual aids used during the session. Parents comment they appreciate the information they receive and are encouraged to extend children's learning at home.

### Personal development, behaviour and welfare are good

Staff are attentive to children's individual needs and meet them quickly and efficiently. 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. Children enjoy being outside and eagerly experiment with items that can blow in the wind. Staff use opportunities at mealtimes to talk to children about food, health and hygiene, promoting their understanding of how to keep healthy. Staff provide clear expectations for children's behaviour. They have a calm approach and model good manners. This contributes to children's good behaviour. Children have good social skills and mix well with others. They learn to share and play cooperatively with each other and show good levels of interest and concentration.

### Outcomes for children are good

All children are making good progress and most achieve levels of development typical for their age, including those who speak English as an additional language. Children are confident and inquisitive to learn. For example, they enjoy making their own playdough and identifying the ingredients used for this. Children are emotionally prepared and are actively gaining the skills and knowledge they need for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	130647
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1004179
<b>Type of provision</b>	Full-time 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>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Elim Foursquare Gospel Alliance
<b>Date of previous inspection</b>	27 March 2014
<b>Telephone number</b>	01923 252336

The Courtyard pre-school nursery is committee led and was registered in 1998. It operates from three rooms on the ground and first floor of the Elim Pentecostal Church Centre in North Watford, Hertfordshire. The pre-school serves the local area. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 3pm and a lunch club is also provided. Children are able to attend for a variety of sessions. A maximum of 32 children may attend the pre-school at any one time. There are currently 23 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for two, three and four year old children. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs 8 members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. Three members of staff hold level 2 qualifications. The pre-school receives support from the local authority.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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