

Young Discoverers Pre-School



South Hill Early Years Centre, Cemetery Hill, HEMEL HEMPSTEAD, Hertfordshire, HP1 1JF

Inspection date

18 April 2016

Previous inspection date

9 February 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

- The well-qualified staff have a good understanding of how children develop and learn. Staff's accurate assessments ensure weaknesses in children's learning are quickly identified and targeted support is given. This supports children in making good progress.
- The key-person system is successfully established and works well. Staff build positive relationships with the children. This helps children to feel safe and promotes their confidence and self-esteem.
- Staff are consistent in their approach to managing behaviour and give clear expectations. This supports children in understanding how to behave.
- Parents are very happy with the service provided. They are kept well informed about their child's progress. They are given a range of information to help them to continue their child's learning at home.
- Children show good levels of independence. They have free access to play indoors and outdoors. Children have many opportunities for exercise and this effectively helps to promote their physical development. Children enjoy playing ball games and using the climbing frames and a wide range of push and ride-on toys, developing their muscles and coordination.

It is not yet outstanding because:

- Occasionally, staff do not offer most-able children sufficient challenge to raise their levels of achievement and build on their learning and development more swiftly.

What the setting needs to do to improve further

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

- help staff to develop their skills in supporting most-able children, offering further challenge to promote higher levels of achievement more swiftly.

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 observed and discussed a joint observation with the pre-school's manager.
- The inspector held a meeting with the pre-school's manager at an appropriate time during the inspection. The inspector looked at relevant documentation, such as the pre-school's self-evaluation, evidence of the suitability and qualifications of staff, a selection of policies and the children's learning records.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the signs that would raise a cause for concern about children's safety and welfare. Staff are aware of the procedures to follow if they have a concern. They also know who to contact if an allegation was made against staff. Management uses effective supervision of staff to identify any areas for further development. Staff receive ongoing support and relevant training to develop their professional knowledge and enhance the quality of teaching. This has a positive impact on children's learning and development. Management regularly evaluates and monitors children's progress and achievements, quickly identifying areas for further development. Staff have built close partnerships with other professionals to support children's continued progress.

Quality of teaching, learning and assessment is good

Staff use observations and assessments to identify children's achievements, areas of weakness and their next steps in learning. These are incorporated into weekly plans that are flexible and can be adapted to accommodate children's particular interests. Staff effectively support children's mathematical development, such as when they make their own play dough. They measure out ingredients and enjoy mixing them together. Children count the number dots on dice and learn how many dots represent a particular number. Children's language skills are effectively supported during small-group sessions. They participate in stories and comment on what may happen next. Staff use repetition to support children's developing vocabulary.

Personal development, behaviour and welfare are good

Children participate in activities and stories and use toys and equipment that support them to learn about respecting each other's differences and beliefs. Parents share stories, make food and explain activities from their own festivals and cultures. Children learn about the natural world. They enjoy nature walks and look for items on a tick list of objects to find, which the staff have devised. Children learn about keeping themselves healthy, such as washing their hands before mealtimes and after outdoor play. Staff promote children's health and well-being in their attention to managing illness and in their delivery of first aid. Children enjoy their Forest School activities each week. They take part in activities which support them to work out solutions for themselves. They are given support when help is needed to solve problems. For example, children have built a bridge over a ditch and made dens using branches.

Outcomes for children are good

All children are making good progress from their starting points. They are well prepared for their next stage in learning and the move on to nursery or school. Children enjoy building different structures. They count the number of bricks it takes to make a pathway with large wooden bricks. Children enjoy small-world play and talk about their families and what they do at bedtime at home. Children enjoy singing and enthusiastically join in, choosing their favourite song. This supports their developing language.

Setting details

Unique reference number	EY337160
Local authority	Hertfordshire
Inspection number	849220
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	65
Name of provider	South Hill Centre
Date of previous inspection	9 February 2011
Telephone number	01442 234617

Young Discoverers Pre-School was registered in 2006 and is owned by a private company. The pre-school employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, and those with special educational needs or disability.

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