

# Breachwood Green Pre-School



Village Hall, Chapel Road, Breachwood Green, HITCHIN, Hertfordshire, SG4 8NX

## Inspection date

3 May 2016

Previous inspection date

15 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not ensure that children play in a suitable environment. Some areas of the premises are not clean or well maintained.
- The provider is not aware of the requirement to maintain an accurate record of children's hours of attendance.
- Staff do not use their routine assessments of the most able children effectively, in order to identify where they can be challenged further. They do not always swiftly adapt their practice to build on children's curiosity to use resources in a range of ways.

### It has the following strengths

- The provider and her team of staff are keen to improve the pre-school. They have implemented some positive change and warmly welcome the views of others.
- Partnerships with parents are strong. Each child's key person uses a range of ways to provide parents with information. They offer advice and work cooperatively to help close identified gaps in children's learning.
- Well-qualified staff draw on opportunities to engage children in animated discussion and use their knowledge of each family to extend children's focused attention. They speak clearly and encourage children to take their time and sound out words. This helps to develop children's speech and language skills.
- Children have many outdoor learning opportunities. They practise a range of physical skills as they climb large apparatus, balance on beams and develop their ball control.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ ensure that the overall premises are fit for purpose and comply with requirements of health and safety legislation	03/06/2016
■ keep a daily record of the hours of attendance for children looked after on the premises and retain these for a period of two years	17/05/2016
■ ensure that routine assessments on the most able children focus on their stage of development as well as age, in order that plans can offer suitable challenge to fully support them to make continued progress in all areas of learning.	17/05/2016

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

- provide children with more opportunities to use resources in a range of ways and build on their levels of curiosity.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She accompanied staff on a trip to the nearby, outdoor play area.
- The inspector observed and discussed an adult-led activity with the deputy manager. She held a meeting with the provider and spoke with staff and children at appropriate times throughout the inspection.
- The inspector viewed a sample of the pre-school's documentation including a self-evaluation form, policies, children's learning journals and registers.
- The inspector took account of the views of parents through discussions on the day.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and some other documentation in relation to the safeguarding and welfare requirements.

### Inspector

Rachel Pepper

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff know the procedures to follow in the event that they identify a child at risk of harm. The provider ensures the suitability of all adults working with children. Staff complete a daily cleaning rota. This includes wiping down tables between mealtimes, sweeping floors and encouraging children to follow safe hygiene practice, to keep themselves well. However, the provider has not yet taken action to ensure that all areas of the premises are kept clean and well maintained. Staff are suitably deployed and can account for the children in their care at all times. However, the provider is not aware of the requirement to accurately record children's hours of attendance. Regular supervision of staff practice helps to identify their strengths and some areas where they may benefit from further support. The provider values her occasional role within the local school to help her reflect on and improve some aspects of the pre-school educational programme.

### **Quality of teaching, learning and assessment requires improvement**

Staff use the available space to provide a range of suitable activities. Children spend long periods of time engaged in role play. They draw on their imagination as they act out a range of narratives. For example, children take on the role of doctor as they administer pretend medication to their friends. Staff make routine observations and assessments of children. They note current interests to help inform the weekly planning. This means that some children receive challenge to achieve their next steps in learning. However, staff working with the most able children, do not accurately assess their individual strengths and areas for development. Staff use age-related guidance and do not consider the different rates at which children learn, to plan suitable challenge in all areas of learning.

### **Personal development, behaviour and welfare require improvement**

The weaknesses in leadership and management have a negative impact on children's welfare. Nevertheless, children enjoy their time at the pre-school and show a reluctance to leave. They develop secure attachments with staff, who gather detailed information to help aid their smooth move in to the provision. Children take part in activities to help them recognise and value those who are different to themselves. They learn to consider how their actions can impact on others and receive gentle reminders from staff about expectations of behaviour. Older children show confidence as they demonstrate to younger children how toys work. They relish in the praise that they receive.

### **Outcomes for children require improvement**

Children make some progress from their starting points and acquire the basic skills that they need in readiness for school. They develop a positive attitude to learning and are eager to explore the letters of the alphabet and develop their pencil control. Children show suitable levels of independence; they access their own belongings and take on the responsibility of small tasks. For instance, they help to cut fruit at mealtimes and call children's names as part of the daily registration. Staff use the early years pupil premium funding to provide stimulating resources in line with children's interests. This helps work towards increasing their levels of interaction with other children.

## Setting details

<b>Unique reference number</b>	146743
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1021802
<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>	2 - 4
<b>Total number of places</b>	19
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Breachwood Green Pre-School Committee
<b>Date of previous inspection</b>	15 February 2011
<b>Telephone number</b>	01438 831099

Breachwood Green Pre-School was registered in 2000 and is run by a voluntary committee. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Thursday during term time. Sessions are from 9am until midday and from midday until 3pm, with a lunch club available on these days from midday until 1pm. The pre-school run a stay-and-play session for parents and children on Fridays from 9am until 10.30am. The pre-school provides funded early education for two-, three- and four-year-old children.

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