

Spins Pre-School

Standon and Puckeridge community centre, Station road, Puckeridge, Hertfordshire,
SG11 1TF



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|--------------------------|----------------|
| Inspection date | 14 June 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 team plans a good range of fun, innovative and challenging activities that stimulates children's curiosity. They learn about occupations during organised visits from officers of the emergency services. Walks within the local community enable children to explore the natural environment, they listen and identify sounds and observe the changes in seasons.
- Children talk about their experiences from home with staff and welcome their sensitive interaction in their play. Children show high levels of self-confidence as they explore the spacious and vibrant environment. They positively benefit from the thoughtful arrangement of high-quality toys and activities.
- The joint managers are enthusiastic and well organised. Their attention to monitoring the educational programmes ensures that any gaps in children's learning are swiftly addressed. Robust arrangements for staff supervision and opportunities for regular training help to promote good outcomes for children.
- Partnerships with other settings that children attend are well established. Good links with local schools that children move on to make a strong contribution to meeting their continuing needs. Prospective teachers visit them in the pre-school.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to reinforce younger children's growing awareness of good hygiene practices that arise during some daily routines.
- Opportunities for parents to share ongoing information about their children's learning and development at home are not fully explored.

What the setting needs to do to improve further

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

- enhance children's understanding of good hygiene practices from an early age as they learn to connect this with their personal care routines
- explore alternative ways to extend upon the ongoing information from all parents about their children's learning and development at home.

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 one of the managers.
- The inspector held a meeting with both of the managers. She looked at relevant documentation, such as the pre-school's policies and procedures and evidence of the suitability of staff working in the pre-school.
- The inspector reviewed how managers and staff evaluate the pre-school to continually improve outcomes for children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The designated member of staff responsible for safeguarding children provides staff with a high level of ongoing safeguarding training. All staff have a good understanding of current safeguarding policies and procedures and are fully aware of their responsibilities in this respect. Robust systems are in place for the recruitment of staff and all are vetted to ensure that they are safe to care for children. The management and staff team uses self-evaluation to reflect upon the provision they provide. Good partnerships with external agencies, such as the local children's centre are in place. Parents are provided with a wealth of information to support children's learning at home. They borrow toys and activities from the pre-school, attend workshops and experience organised events with their children, such as sports day. They describe the staff as very professional.

Quality of teaching, learning and assessment is good

Staff promote children's communication and language development well. Children are motivated to complete realistic challenges. They make predictions as they work out through trial and error, which objects will sink or float in the large bucket of water. Children use a range of tools, such as tweezers and chopsticks to pick up small toys hidden in grains of rice. This helps to develop strength in their hands in readiness for writing. Children develop a very good understanding of life cycles. They observe tadpoles evolving into frogs and talk in depth about how tadpoles breathe through gills. Children have immense fun using their bodies as they pretend to move like tadpoles. Group story time is a positive experience for all. Children immediately respond to the animation and intonation that staff use when telling stories. This helps to promote their listening and attention skills. Children's literacy skills are well promoted. They learn the meaning of new words, such as mystery, and are introduced to rhyming words.

Personal development, behaviour and welfare are good

Children burst in to this welcoming pre-school with excitement and are immediately ready to learn. They enjoy close relationships with their key persons, who help them to feel settled and secure. Staff are good role models. Their clear explanations help children to understand the meaning of the consistent boundaries in place. Therefore, children respect each others' feelings and understand how to keep safe. Staff provide daily opportunities for children to develop their physical skills. Regular visits to the adjacent park help children to build stamina as they climb and use large equipment. A majority of children develop an understanding of good hygiene practices. They know why they need to wash their hands. However, staff do not consistently support children to begin connecting handwashing with their personal care routines after they change children's nappies.

Outcomes for children are good

All children are making good progress in relation to their starting points. They develop the key skills they need in readiness for school. Children are independent. They manage their own outer clothing and know how to assess their own risks. Children learn to link letters to sounds. Most-able children are beginning to blend letters together to read short words.

Setting details

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| Unique reference number | EY478329 |
| Local authority | Hertfordshire |
| Inspection number | 982352 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 28 |
| Number of children on roll | 60 |
| Name of registered person | Spins Partnership |
| Registered person unique reference number | RP908089 |
| Date of previous inspection | Not applicable |
| Telephone number | 07881 533339 |

Spins Pre-School was registered in 2014. It operates from a community centre and is privately owned and run by both managers. The pre-school employs eight members of childcare staff, two hold qualifications at level 2, five and level 3 and one at level 6. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9.15am until 2.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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