

# Berrygrove Early Years Centre



Berrygrove Pre-School, Berrygrove School Annexe, Cow Lane, WATFORD, WD25 9PW

<b>Inspection date</b>	14 June 2016
Previous inspection date	9 December 2015

<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. All children enjoy interesting and challenging activities. For example, younger children build rockets with recycling materials, while older children look for hidden 'bugs' in the garden and find the corresponding insect in books. Children are eager learners and develop skills steadily.
- Children have very good opportunities to play outside and enjoy daily exercise. They explore playground equipment, play ball games and enjoy ride-on toys. Children plant and learn to care for nature and animals. For example, they looked after a baby bird that fell in the centre's garden.
- Since the last inspection, routines have been adapted to ensure that children better learn to manage own hygiene needs. Additionally, new procedures have been implemented for maintaining resources and play areas clean.
- Since the last inspection, managers have developed effective procedures for regular supervision of staff and teaching practice. Staff are now monitored and supported continuously. They recognise that this has a positive impact on children's learning.

### It is not yet outstanding because:

- Links with other settings that children attend are not fully developed. Staff do not maintain a regular enough exchange of information about children's learning needs with them.

## What the setting needs to do to improve further

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

- create more-effective links with other settings that children attend to ensure that information about children's learning is exchanged with them more regularly.

### 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 joint evaluations of activities with the managers.
- The inspector held meetings the managers. She looked at relevant documentation, such as the centre's self-evaluation and evidence of the suitability of staff working in the centre.
- The inspector spoke to a small selection of parents during the inspection and took account of their views from written feedback.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are trained in child protection and know where to go for support should safeguarding concerns arise. Staff undertake risk assessments of play areas and take all steps to ensure that children can explore and play in safety. Managers conduct regular suitability checks on staff and safe recruitment procedures are in place. The partnerships with parents are effectively maintained from early days. There are strong links with external professionals working with children. Children with special educational needs have prompt support. Qualified managers and staff work together with parents to reflect on practice. Since the last inspection, the necessary steps have been taken to ensure all the requirements are met.

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

Since the last inspection, the procedures to assess and plan for children's individual needs have been reviewed. Activities are now planned to ensure that all children's learning styles are promoted and met. Staff encourage children to freely access toys and ensure that activities are well resourced and always inviting. For example, staff enthuse children in using stacking cubes to build long lines on the table. Children move resources to the floor and build even longer lines, which they compare and talk about. Staff provide children with a balance of planned activities and play. For example, younger children enjoy singing with props, while older children create their own props and choose songs from song books. Staff understand children's needs and effectively promote their skills.

### Personal development, behaviour and welfare are good

All aspects of children's care and needs are discussed with parents. Younger and older children are praised for their behaviour and achievements. Staff are very supportive and attentive towards children. They work as a team to provide children with consistent help. Children listen to instructions from staff and learn to manage their personal safety as they play and explore together. They learn about each other, different cultures and their community. Children build strong attachments with staff and peers. All children are confident, settle swiftly and make friends.

### Outcomes for children are good

Parents help staff in identifying children's starting points and ongoing next steps in learning. All children, including those who speak English as an additional language and children with special educational needs, have good support. The qualified staff effectively promote children's language development. For example, they encourage children to describe what they do as they pretend to cook a soup at the home corner. Gaps in children's progress are narrowed through planning. Children participate in small- and large-target groups based on their interests and skills. There are daily group discussions, language groups, reading and singing sessions. All areas of learning are promoted and children progress at a good pace.

## Setting details

<b>Unique reference number</b>	EY440334
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1034588
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Berrygrove Early Years Centre
<b>Registered person unique reference number</b>	RP531283
<b>Date of previous inspection</b>	9 December 2015
<b>Telephone number</b>	01923676763

Berrygrove Early Years Centre was registered in 1998. The centre employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or 4. The centre opens from Monday to Friday, all year round and sessions are from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children. The centre cares for a number of children with special educational needs or disability. There are a number of children who speak English as an additional language.

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