

Gadebridge Pre School.

Gadebridge Community Association, Rossgate, Gadebridge, Hemel Hempstead,
Hertfordshire, HP1 3LG



Inspection date

Previous inspection date

15 September 2016

4 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff give priority to children's safety. They carry out regular risk assessments to identify and reduce potential hazards.
- Staff provide fun and challenging activities which engage and motivate children and are based on their interests and next stages of learning. All children make good progress from their starting points.
- Self-evaluation is embedded in practice and effectively demonstrates how continual improvements are being made.
- Staff are welcoming and approachable. They get to know children well and ensure their specific care and health needs are sensitively met. Children are settled, happy and relaxed.
- Children behave very well. Staff use consistent rules and routines which are well established and familiar. These help children to feel safe, secure and thrive in the setting.

It is not yet outstanding because:

- Tracking and monitoring of different groups of children are not yet fully embedded to enable more accurate assessment of how swiftly gaps in achievement for these groups are closing.
- Staff do not always guide parents to provide more detailed information about what children know and can already do when they start in the setting.

What the setting needs to do to improve further

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

- strengthen the tracking and monitoring systems to show how any gaps in achievement are being identified for those children who are at risk of not achieving as well as their peers
- develop a more effective process to support parents in providing more specific information about what children can already do when they first start in the setting.

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 the manager.
- The inspector held a meeting with the managers. She looked at relevant documentation, such as children's records, the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust recruitment and vetting systems ensure that any person who is working with children or who has access to them is suitable. Staff are supported to further extend their professional development to help improve outcomes for children. Regular and targeted supervision meetings and observations of their practice enable staff to continually reflect on their practice. Partnership working with professionals and other providers is good. Information about children's care and learning is shared well. This helps to promote continuity between the different settings they attend and builds on their prior learning.

Quality of teaching, learning and assessment is good

All areas of the pre-school are resourced well and children are encouraged to make choices to enhance their learning opportunities, such as choosing their own materials to be creative. Staff introduce enhanced vocabulary appropriately and support children to develop their communication and language skills well, including children who speak English as an additional language. Staff playfully interact with children and encourage them to be inquisitive. They read stories and encourage toddlers to listen and retell the tales themselves using props. They also encourage children to draw pictures and share their ideas of what they are doing. Staff routinely observe and assess children's development and make good use of the information obtained to promote their individual learning needs.

Personal development, behaviour and welfare are good

Children's emotional well-being is supported well. Staff provide a calm but stimulating environment. Children develop close emotional attachments to key staff, enjoying their playfulness and praise. Children arrive happy and are confident when settling to play. Staff know children well. Children enjoy completing tasks and receiving praise for their achievements. This helps children to gain independence, build their confidence and take on responsibilities. Staff are caring and nurturing. They listen attentively to what children say and children respond positively, such as when relaying stories of what they have done at home. Children's physical well-being is promoted effectively. A range of nutritional snacks is available and staff talk to children about the benefits of eating well. Staff encourage children to adopt good hygiene practices. Children engage in daily exercise routines. For example, they excitedly and skilfully enjoy manoeuvring around the large space available in wheeled vehicles and practise climbing, balancing and dance. This helps to strengthen their physical skills.

Outcomes for children are good

Children's literacy and mathematical skills are developing well. They can count competently and solve simple number problems. Opportunities for children to explore the sounds and letters in words and to practise writing their name help to prepare them for their eventual move on to school. Children make good progress. They respond well to instructions and listen effectively to adults and to each other.

Setting details

Unique reference number	EY345761
Local authority	Hertfordshire
Inspection number	1064951
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	26
Number of children on roll	39
Name of registered person	Gadebridge Community Association Committee
Registered person unique reference number	RP904706
Date of previous inspection	4 February 2013
Telephone number	01442 251002

Gadebridge Pre School was registered in 2007. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The manager holds an appropriate qualification at level 4. The pre-school is open Monday to Friday, during term time only. Sessions are from 9am to 12 midday with an optional lunch club from 12 midday to 1pm. Afternoon sessions are from 1pm to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language and children who have special educational needs or disability.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

