

Little Gaddesden Pre School



The Village Hall, Church Road, Little Gaddesden, Berkhamsted, Herts, HP4 1NX

Inspection date	16 September 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 pre-school environment offered to children is welcoming and homely. Staff spend time getting to know each child. Care is tailored to meet children's individual needs. Their social and emotional development are given high priority by staff. As a result, relationships between each child, their key person and other members of staff are good.
- Children's transitions to school are supported well. Staff have developed good links with children's future schools. They work closely with children to ensure they are emotionally prepared for their eventual move on to school.
- The staff are passionate about and committed to providing very good standards of care and learning. They are effectively led by a knowledgeable and skilled management team.
- Children learn good hygiene practices through daily routines and clear expectations from staff. They enjoy a healthy, balanced range of foods. Mealtimes are used well to promote good social skills.

It is not yet outstanding because:

- Occasionally, during older children's group play and activities, some staff overlook the needs of the younger or less-confident children.
- The views of parents and children do not consistently inform the setting's self-evaluation.

What the setting needs to do to improve further

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

- ensure staff are attentive to the needs of all children as they ask questions and challenge them to develop their problem-solving skills during group play and activities
- develop systems that seek the views of parents and children and inform and enhance the self-evaluation process.

Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector took account the views of parents spoken to during the inspection, and reviewed parents' written comments and suggestions.
- The inspector checked evidence of suitability and qualifications of staff working with children, and discussed a range of policies and procedures.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff give children's safety and welfare the utmost priority. Staff regularly review the environment, routines and equipment. Staff complete risk assessments to ensure the premises is safe and secure. They implement a good range of policies and procedures. Staff are deployed well in the pre-school and effectively supervise children at all times. They take appropriate action to ensure that children remain safe and understand their responsibility and duty of care for the protection of children. Staff are supported in their role. They attend regular, targeted training as part of their professional development. This helps to further strengthen their knowledge, skills and practice. Partnerships with parents are good. Parents speak highly of the caring staff and of how much interest they show in their children.

Quality of teaching, learning and assessment is good

Staff regularly observe children as they play. This gives them information that helps them to effectively plan what children need to do next. Overall, staff support children's communication, social and physical skills well. They show enthusiasm for the things which children choose to play with and gently encourage them to try new experiences. Staff ask questions to challenge older, more-confident children with solving problems and extending their thinking during their play. Staff use their assessments of children's learning to monitor their progress. They use each child's interests to plan for children's next steps in learning effectively. Children develop a good understanding of the wider world and the community in which they live. They visit local nature parks to extend their interest of bugs and the natural world, and go on daily trips in the community.

Personal development, behaviour and welfare are good

The pre-school environment is well resourced with a wide variety of toys and equipment for children to freely access. Staff treat children with kindness and respect. They are always on hand to offer reassurance and support. Staff ensure children settle well as they gather detailed information about each child's likes, routines and achievements from parents. Staff are good role models. Children behave well and show high levels of self-motivation during their play. Children are provided with regular opportunities to play outdoors and be physical active, in order to develop their large-muscle skills in the fresh air. For example, children squeal with excitement when they are allowed to splash and jump in the puddles in their boots. They become fascinated while playing various musical instruments and move their body in time with the rhythm they hear.

Outcomes for children are good

Children are inquisitive and motivated learners. They develop well from their starting points and those that require additional help make good progress towards typical stages of development. Children are confident and independent. They explore and investigate the world around them. For example, they use the many resources in the outdoor and indoor environment to build a bug hotel. Children learn lots of skills for their move to school. For instance, they learn to concentrate, to listen at group times and to follow instructions and routines for the day.

Setting details

Unique reference number	EY481329
Local authority	Hertfordshire
Inspection number	995490
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	33
Number of children on roll	30
Name of registered person	Jennifer Katie Ivory
Registered person unique reference number	RP516875
Date of previous inspection	Not applicable
Telephone number	07786 167417

Little Gaddesden Pre School was registered in 2014. The pre-school employs four members of childcare staff and the owner/manager. Of these, all hold appropriate early years qualifications at level 3, including the manager who holds a level 6. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until midday, with an additional breakfast club at 8am and a lunch club until 1pm. The pre-school is open until 3pm on Tuesdays, Thursdays and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs or disability.

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