

Harebreaks Preschool

North Watford Methodist Church, The Harebreaks, WATFORD, WD24 6NF



Inspection date

23 September 2016

Previous inspection date

19 November 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 use different strategies to engage parents in children's learning. For example, they plan individual 'busy bags', with activities and books that children take home every week. Parents attend review meetings at pre-school and share with staff information about children's achievements at home. Children have good continuity of support.
- Teaching is good. Children's learning styles and preferences are effectively promoted. For example, staff suggest taking children's favourite books outside so that they can continue to enjoy the books in the warm sunshine. Staff effectively engage in children's play to extend their learning. For example, they count with children how many plastic balls they add and take out of the tray.
- Children learn to independently manage their personal needs and hygiene, during routines such as snack time, washing hands and tidying up toys. Children pay attention to and follow instructions well. They are confident and comfortable in doing things for themselves.
- The manager and staff conduct daily safety checks of the provision to ensure that the pre-school is a secure place for children to explore and play. Children enjoy outings in the local community, which staff prepare in detail to minimise possible risks.

It is not yet outstanding because:

- The supervision and monitoring of staff's teaching practice is not conducted frequently enough. There is capacity to make the existing procedures more regular so that staff can have ongoing feedback and support in enhancing the learning opportunities for children even further.

What the setting needs to do to improve further

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

- implement the existing procedures to supervise and monitor staff's teaching even more frequently, so that they can have ongoing support in further developing their teaching practice to maximise children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed joint evaluations of activities with the manager.
- The inspector held meetings with the manager, deputy manager and staff. She looked at relevant documentation, such as the pre-school's self-evaluation, policies, procedures and evidence of the suitability of staff working with children.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff participate in safeguarding and child protection training and know how to protect children and themselves should concerns arise. The manager leads secure recruitment and induction processes for staff. There is also a good induction for new parents. Policies are discussed so that parents and staff understand how the pre-school is managed. Records of children's care and learning are well kept. The manager engages staff, parents and the local authority advisers in the pre-school's reflective practice. Following training, the well-qualified staff implement new ideas in practice. Children benefit from good educational programmes and care practices.

Quality of teaching, learning and assessment is good

The balance of adult-led and child-initiated play is effective. Staff ensure that resources are readily available to children, alongside a range of planned activities. For example, children explore green objects on the 'interests table', which leads to discussions about types of food that are green. Children and staff plant cress and plan to add it to egg sandwiches in a few weeks. Staff effectively engage children in linking what they do now, with their past and future experiences. For example, children make modelling dough every Monday and talk about how it hardens during the week, until Friday. Staff securely assess children's skills and have good knowledge of their needs. They efficiently challenge children's learning. For example, children's personal interests and talents in literacy and mathematics are effectively extended at pre-school. Children show good progress, giving their starting points in learning.

Personal development, behaviour and welfare are good

Children settle well and form strong bonds with staff, who effectively support their emotional well-being. Staff praise children and talk to them about what is right and wrong. Children behave well. They are polite and confident. Staff are good role models. They are kind and attentive to children. Staff effectively promote children's good health. Snacks are healthy and drinking water is always available. Children enjoy daily exercise and fresh air. They learn to play in safety and also learn to respect and be mindful of others. For example, children learn to respect the boundaries when riding bikes. Staff effectively promote children's backgrounds and celebrate cultural festivals with them. They teach children about the diversity of cultures in their community.

Outcomes for children are good

Children have a significant input in educational programmes. They help staff in planning and choosing activities, toys and games. For example, children ask for the toy laptops and complete activities together, developing skills, such as taking turns. Children communicate well, learn to be social and show great physical abilities. Staff closely monitor children's progress to narrow gaps in their learning and development. Trackers of children's progress show that they develop skills well in preparation for school.

Setting details

Unique reference number	EY227780
Local authority	Hertfordshire
Inspection number	1064321
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	34
Number of children on roll	12
Name of registered person	Karen Dawn Wright
Registered person unique reference number	RP902953
Date of previous inspection	19 November 2013
Telephone number	07779207278

Harebreaks Preschool was registered in 1973. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The pre-school opens from 9am to midday, Monday to Friday, during term time only. The pre-school provides funded education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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

