

Little Furze Pre-School

South Oxhey Childrens Centre, Northwick Road, WATFORD, WD19 6NL



Inspection date

25 November 2016

Previous inspection date

19 March 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 complete comprehensive assessments of children's skills and effectively identify their next steps in learning. They skilfully plan activities that promote children's continuous progress. For example, children learn to share and take turns while working in pairs, filling up and emptying bottles with water.
- Teaching is good and children show good progress. Activities are interesting and inclusive. Staff effectively promote children's imaginations and creativity while teaching them skills. For example, children build 'castles' and 'houses' using cardboard boxes. They develop vocabulary and manual skills with great interest.
- Staff support children in learning to lead healthy lifestyles. Children enjoy daily outdoor play and exercise. They learn about nature and enjoy fresh air. Snacks are nutritious and children learn how to manage their own hygiene.
- Staff maintain effective partnerships with parents. They fully engage them in sharing ideas and strategies about how to promote children's learning between home and pre-school.
- Staff complete thorough safety checks of the premises and explain to children how to keep safe during play. Children are closely monitored.

It is not yet outstanding because:

- Staff do not work with other settings that children attend to exchange regular information about their skills and interests. This does not help to provide consistent support for children attending more than one setting.
- There is capacity to provide staff with more frequent monitoring and coaching to support the consistent development of their teaching practice for the benefit of children.

What the setting needs to do to improve further

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

- ensure that information about children's learning and interests is shared more regularly with other settings that they attend to promote a more consistent support for their needs
- supervise staff's teaching practice more regularly, so that they benefit from continuous support in raising the quality of their teaching skills to the highest possible level.

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 pre-school manager.
- The inspector held meetings with the pre-school manager and discussions with staff. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school, their qualifications and training certificates. The inspector also discussed the pre-school's self-evaluation procedures.
- The inspector spoke to a small number of parents during the inspection. She took account of parents' views through written feedback.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff attend regular safeguarding training and discuss child protection as a team. They are confident about the signs and symptoms of abuse and closely monitor children's welfare. The manager and staff know where to go should concerns arise. Parents are provided with written policies and procedures. These are in line with current legislation. Staff understand their roles. The manager has built links with external professionals and engages parents in sharing their views on ways to improve the services. Children benefit from good quality care and learning experiences. They progress at a good pace. Additional funding is effectively used to purchase resources and access training, benefiting children and parents.

Quality of teaching, learning and assessment is good

Children make good progress. Staff promptly start observing children's skills and work with parents from the very beginning to support their learning. The qualified team of staff provides children with learning experiences that match their individual needs and interests. Staff provide children with well-resourced play areas, indoors and outdoors. Children have a good balance of spontaneous and adult-led play. Staff effectively challenge children to extend their learning. For example, staff encourage children to use sand to pretend to cook when children move their home-corner play to the sand tray. Children count scoops of sand and add and take away. Staff plan interesting activities for children and engage them well. For example, children play with the superhero toys and use actions to represent the super powers they create.

Personal development, behaviour and welfare are good

Staff are kind and caring towards the children. Children form strong bonds with staff. They are good role models and, for example, teach children good manners. Children are confident and understand what is expected of them. They behave well. Staff work with parents to support children's emotional development. They praise children and celebrate their achievements to boost their self-esteem. Children learn about cultural festivals and their community. There is a strong focus on promoting children's independence. Parents are pleased with staff's role in helping children to gain good independence skills. Children are comfortable in the staff's care and settle well. Staff work closely with parents to ensure that care is tailored to meet children's needs.

Outcomes for children are good

Children's progress is closely monitored and any identified gaps in their learning are immediately narrowed through activities. For example, children who speak English as an additional language benefit from targeted activities in the pre-school that are extended at home to help them to learn English. These children learn English at a fast pace. All children engage well in activities and are eager learners. They develop their skills confidently across all areas of learning in preparation for nursery and school.

Setting details

Unique reference number	EY339025
Local authority	Hertfordshire
Inspection number	1064906
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 - 5
Total number of places	30
Number of children on roll	36
Name of registered person	Little Furze Pre-School Committee
Registered person unique reference number	RP904036
Date of previous inspection	19 March 2013
Telephone number	07776287902

Little Furze Pre-School was registered in 2006. The pre-school employs eight members of staff, five of whom hold appropriate early years qualification at level 2 or 3. The manager holds an early years qualification at level 5. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am until 11.30am. A lunch club operates from 11.30am until 12.45pm. On Tuesdays, Wednesdays and Thursdays, afternoon sessions are offered from 12.45pm until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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