

Breachwood Green Pre-School



Village Hall, Chapel Road, Breachwood Green, HITCHIN, Hertfordshire, SG4 8NX

Inspection date	17 January 2017
Previous inspection date	3 May 2016

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

- The management team and committee have made positive changes to the pre-school since their last inspection. To promote continuous improvement the manager and her staff evaluate planned and spontaneous activities. This helps them ensure that all learning opportunities continue to challenge and help children to make good progress.
- Children's communication and language development are supported very well. Staff use probing questions during play that encourage children to think further and use their voice confidently.
- Staff promote opportunities for children to learn about their personal safety. An example of this is when children take part in role play activities. Staff remind them about walking with their dolls and prams, in case they fall and hurt themselves.
- Children's physical development is promoted well. Staff provide good opportunities for them to enjoy fresh air and exercise on a daily basis. Children enjoy walks in the wider community and woodland areas as they learn about their local environment.

It is not yet outstanding because:

- The sharing of information with other settings that children attend is not yet effective in promoting consistency in their learning and development.
- Staff's professional development is not sufficiently focused on raising practice to the highest level.

What the setting needs to do to improve further

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

- strengthen partnership working with other settings that children attend
- extend staff's professional development so that it strengthens their already good teaching and increases their potential to deliver outstanding education.

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 pre-school deputy manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and viewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The well-established staff team is aware of the signs and symptoms of abuse. Staff know the correct professionals to contact if they have concerns about children in their care. Both the manager and the deputy have completed specialist training to make sure they understand how to support vulnerable families. All staff have a good relationship with parents and they share information with them on a daily basis. They reflect on feedback from parents and use this to make positive changes. For example, regular opportunities are now offered for parents to come into the setting to view their children's learning journal, following parental feedback. Parents speak warmly of the staff team and express how happy their children are at the pre-school.

Quality of teaching, learning and assessment is good

Staff complete a range of observations and take into account children's next steps in learning when planning stimulating and interesting activities and experiences. The small team works very closely together to ensure that their planning also reflects the children's interests. For example, some children are keen to discover more about the Antarctic. The staff plan activities which include the exploration of ice to incorporate these interests. Children have fun and extend their imaginations as they use boats and small animal figures with the ice. They talk confidently and use a range of describing words as they tell staff about the freezing ice melting in the heat. The activity is extended further when children go outside. They notice that ice has developed naturally overnight. Together, they collect ice to look at and play with it in their mud kitchen.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development are promoted well. Staff reward children with praise and stickers. This is something children really thrive on. For example, children proudly show their parents the stickers they have earned when they arrive to collect them. Children's positive behaviour is supported well. Staff are good role models and promote effective eye contact as they talk to children about using appropriate behaviour in the pre-school. When prompted, children are quick to tell staff that they must share and be kind to their friends. This demonstrates their awareness and understanding of good behaviour. Children eat a range of nutritious snacks and parents are encouraged to provide them with a healthy lunch. Staff use mealtimes as an opportunity to talk to children about healthy eating. They encourage children's independence by supporting them to learn how to put on their own coats and hats when getting ready for outside play.

Outcomes for children are good

Staff are aware of children's starting points and capabilities and they support them well. Children are making good progress and gaining the necessary skills to be ready for school or the next stage of their learning. Children have good opportunities to practise their handwriting skills. They each have name cards as one way to support them in recognising letters. Children are very proud as they show each other and staff what they can do.

Setting details

Unique reference number	146743
Local authority	Hertfordshire
Inspection number	1051262
Type of provision	Full-time 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	19
Number of children on roll	11
Name of registered person	Breachwood Green Pre-School Committee
Registered person unique reference number	RP523482
Date of previous inspection	3 May 2016
Telephone number	01438 831099

Breachwood Green Pre-School was registered in 2000. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Thursday, sessions are from 9am until midday and from 12.15pm until 3pm, with an optional lunch club from midday until 1pm, term time only. Staff at the pre-school also offer a stay-and-play session on a Friday morning from 9am until 10.30am. The pre-school provides funded early education for three- and four-year-old children.

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

