

# Apple Blossom Pre-School

Churchfield School Grounds, Cunningham Road, Waltham Cross, Hertfordshire, EN8 0LU



<b>Inspection date</b>	27 January 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Teaching is good. Staff skilfully interact with children to extend and challenge their play and learning. This means that all children are developing their communication and language skills.
- Staff treat children and parents with respect and value their individuality. Parents value the support they receive from staff to meet their child's individual needs and to support their learning. As a result, staff form close, positive relationships with children and parents.
- Staff work effectively as a team. They are well deployed, indoors and outside, ensuring children's safety and supporting them in their play and learning.
- The manager and her committed team show a strong focus and passionate drive to provide high-quality care and education for children. Self-evaluation processes actively contribute to sustaining the effective provision.
- Children are happy and confident. They develop warm bonds with their key person. This helps them feel settled, secure and ready to learn. Children make good progress and develop the skills they need for their future learning.

### It is not yet outstanding because:

- At times, staff do not consider the interruption to children's free play and learning when they call them to participate in some of the daily routines.
- Although the manager has introduced a system for tracking children's progress, this is not yet refined enough to inform more rigorous analysis of the impact of teaching and intervention for different groups of children.

## What the setting needs to do to improve further

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

- minimise the risk of interruptions to children's learning when they are enthused and engaged in their chosen play
- refine the tracking of children's progress, in order to inform more rigorous analysis of the impact of teaching and intervention for different groups of children.

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

### Inspector

Clair Stockings

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safeguarding is given a high priority and staff are vigilant and know what to do if they have a concern about a child's welfare. The provider has high expectations for the staff team. For example, they have regular meetings and seek out and attend training that will have the most impact on children's outcomes. The manager monitors educational programmes effectively. Parents value the strong partnership they have with the setting. They say, 'staff are wonderful'. One parent commented on the excellent support they received. The pre-school has developed successful strategies to work closely with both parents and other professionals. Transition arrangements for children, most of whom move on to the host school, are strong. Consequently, children have continuity of care and their needs are very well met.

### Quality of teaching, learning and assessment is good

Staff plan a wide range of play and learning experiences that support children to make good progress in their learning and development. Staff skilfully extend children's learning as they introduce simple mathematical concepts of shape and size. For example, during a craft activity, staff encourage children to talk about colour, texture and size. As a result, children enhance their early mathematical skills. Detailed information is obtained from parents so that staff establish a clear understanding of each child's starting point on entry to the pre-school. This enables them to plan effective support for children from the beginning and provides a good foundation from which to track their ongoing progress. Planning for children's learning is based securely on children's individual needs and interests, and is adapted continuously to ensure children's next steps in learning are embraced. Consequently, children are eager to participate in activities and experience good levels of challenge to move them on in their learning.

### Personal development, behaviour and welfare are good

Children receive a warm welcome at this friendly pre-school. Children are happy and thrive in the calm and welcoming environment. The key-person system is effective. Staff take time to get to know children and their families. Children play enthusiastically with a range of toys and resources. They settle well and form strong bonds with staff and their peers. This makes a strong contribution to children's well-being. Behaviour is good. Staff provide excellent role models and interact well with children, which results in an extremely calm, relaxed and friendly atmosphere. Children benefit from regular fresh air and exercise during outdoor play. They have many opportunities to learn about healthy lifestyles, for example, they are offered a range of nutritious and healthy snacks.

### Outcomes for children are good

All children, including those in receipt of funded early education, make good progress from their starting points. Children are curious and imaginative as they observe, explore and discover the range of opportunities available to them. They are developing good independence and key skills, helping prepare them well for their next steps in learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY482743
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	993511
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Linda Lacey
<b>Registered person unique reference number</b>	RP512564
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07930494323

Apple Blossom Pre-School was registered in 2014 and operates from premises in the grounds of Churchfield School in Waltham Cross. The pre-school employs seven members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6 and two hold qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday and 12.30pm until 3.30pm. There is an optional lunch club for children who stay for both sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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