

Chipperfield Preschool

The Small Hall, The Common, Chipperfield, Kings Langley, Herts, WD4 9BS



Inspection date

2 February 2017

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

- Staff have established good partnerships with other settings that children attend. They regularly share assessments of children's progress and achievements, which promotes a continuity of care and learning.
- Staff successfully promote children's language and communication skills. Children who speak English as an additional language are effectively supported. Staff use children's interests to support them to fully engage and talk about what they know and understand.
- Children build close attachments with their key person. They are provided with a number of settling-in sessions that meet their individual needs. Staff are caring and sensitive to children's feelings. They quickly become confident and happy in the staff's care.
- Staff provide frequent opportunities for children to develop their physical skills. They access a wide range of equipment and activities. Children take part in ball games and enjoy riding push-along bicycles.

It is not yet outstanding because:

- Staff do not involve parents enough in assessing the starting points for children's learning. They do not seek enough information from parents about what children already know and can do when they first start.
- Although staff complete accurate assessments of children's progress, they do not consistently use this information to plan activities that challenge children to the highest levels to help them to make the most rapid progress in their learning.

What the setting needs to do to improve further

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

- seek more information from parents about what their child already knows and can do when they first start, in order to involve parents more fully in the assessments of the starting points for children's learning
- make best use of information gathered from assessments to plan activities that challenge children to the highest levels to help them to make the most rapid progress in their learning.

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. She looked at relevant documentation and 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

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of the signs and symptoms of abuse. They know the procedures to follow and are aware of who to contact in the local authority to report any such concerns. The manager has implemented an effective system of supervision and training for all staff. She regularly monitors staff practice through frequent observations and assessments. She has high expectations for them to continue with their learning and undertake training that supports them to gain new knowledge and skills. Partnership with parents is good. Staff share assessments of children's achievements with them and provide information that they can use to further develop their children's learning at home. The management team has established an effective evaluation, gathering the views of parents and children and incorporating their ideas into any plans for further development.

Quality of teaching, learning and assessment is good

Staff provide a wide range of interesting activities for children to choose from. Children develop their mathematical skills during a game of shopping in the themed home corner area. They serve customers and enjoy counting out the pretend money and, with support, work out what their friend's correct change will be. Children's small-muscle skills are promoted through the learning experiences available. They enjoy practising their early writing skills using pens and pencils. Children squash play dough into the machine, turn the handle and laugh with delight as a sausage of play dough appears. Staff frequently review the assessments of children's learning and development and identify any gaps. They provide targeted support to help children to work within the range of development typical for their age.

Personal development, behaviour and welfare are good

Staff support children to develop their independence skills, such as putting on their own coats and Wellington boots ready for playing in the puddles outside. Children behave well, listen and follow instructions that are given by staff. They enjoy following the rules of behaviour and often will remind each other of these during play. Staff promote good hygiene practices and children know to wash their hands before eating and after outdoor play. They enjoy singing a song about washing the germs away each time they wash their hands. Children enjoy taking part in activities to learn about different festivals. This helps them to learn to respect each other's differences and similarities. Children's understanding of living a healthy lifestyle is promoted through discussions with staff at mealtimes.

Outcomes for children are good

Children are eager to learn and take part in all the activities provided. They learn the skills needed ready for their move on to school. Children enjoy being creative as they draw around their hands. They colour the pictures and laugh when they tell staff they have green hands like a character from a film. Children talk to staff about the animals they identify in puzzles and describe visits to the zoo where they have seen the animals in real life.

Setting details

Unique reference number	EY484713
Local authority	Hertfordshire
Inspection number	1007208
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	20
Number of children on roll	37
Name of registered person	Juliette Lucy Cresswell
Registered person unique reference number	RP906705
Date of previous inspection	Not applicable
Telephone number	01923 262830

Chipperfield Preschool was registered in 2015. The pre-school employs 11 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. Sessions are from 9am until 3pm and from 3.15pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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