

Tudor Pre-School Group

c/o Tudor Primary School, Redwood Drive, Hemel Hempstead, Hertfordshire, HP3 9ER



Inspection date

Previous inspection date

6 February 2017

29 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

- Partnerships with parents are successful in helping children to be emotionally secure when they first start. Staff share information with them about children's ongoing learning and aid parents to further support their children's learning at home. This results in children making good progress.
- The manager is clear about providing good quality care and learning for children. The quality of teaching is consistently good. Staff know each child's individual needs and provide them with learning experiences that help them to develop.
- The environment is well resourced. Children have access to a wide range of toys and equipment. They are keen to play and explore. Children enjoy attending.
- Children behave very well. They share, take turns and play well with others. Children listen to staff and adhere to simple behaviour boundaries that are set.

It is not yet outstanding because:

- Occasionally, staff do not always provide sufficient opportunities for the most able children to be fully challenged to move their learning and development forward.
- While there are strong links with the on-site school nursery to support children's continuity of learning, these links are not as effective with other settings that children attend.

What the setting needs to do to improve further

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

- consider further ways to challenge the most able children, in order to promote their development
- explore ways of sharing information about children's progress with settings other than the school nursery that they attend to support continuity of learning.

Inspection activities

- The inspector observed activities in the indoor play area and in the outdoor play space. She conducted a joint observation with the manager and discussed the practice.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the leader of the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare, and checked the suitability of staff and the committee.

Inspector

Sandra Teacher

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs of abuse. They know what action to take if they have concerns about children's safety or welfare. Children play in a safe and secure environment, both indoors and outdoors. Staff are vigilant and implement health and safety procedures effectively. The manager uses supervision meetings to support staff to reflect on their practice and identify training opportunities. Recent training has improved their knowledge of recognising how two-year-old children play and their different ways of learning. The manager reflects on practice and gathers feedback from the committee, staff, parents and children. This helps her to effectively review the environment and practice, in order to help improve experiences for children. Parents talk positively about the pre-school.

Quality of teaching, learning and assessment is good

Staff use observations and assessments well to help them identify if children need extra support in their next steps in learning. Staff play alongside children and ask them a good range of questions, helping them to develop good problem-solving skills. They enable children to lead their play and develop their imagination. For example, children act out the stories from a range of traditional tales and sequence the events. Younger children experiment with foam to develop their understanding of shapes and space. Staff encourage them to blow the foam to see how far it will move. Children watch the foam with fascination as it glides through the air.

Personal development, behaviour and welfare are good

Staff use both the lunchtime session and snack times to help the children develop their understanding of healthy foods. Mealtimes are social occasions where staff sit with children and talk about children's family life and interests. This helps children to develop their social skills in preparation for their move on to school. Opportunities for children to develop their independence are good. For example, children confidently set out the tables with tablecloths and put out the jugs, plates and cups and help to initiate changes in routines. They shake a tambourine and say, 'It's tidy-up time'. Children enjoy daily fresh air and exercise in the well-equipped outdoor area. Children learn ball skills, such as catching and throwing. They balance on the climbing equipment and negotiate pathways, riding bicycles and tricycles.

Outcomes for children are good

Children thrive in the pre-school and make good progress. They are keen learners who are able to think for themselves and operate with good levels of independence. They sit and listen well during group activities and they soon learn to recognise their written names. Children develop an early interest in number, which is reinforced when, for example, they fish to catch numerals in water play or count the number of children present. They delight in taking part in music activities and soon develop a repertoire of songs. These skills support their readiness for their future learning in school.

Setting details

Unique reference number	129404
Local authority	Hertfordshire
Inspection number	1063611
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	31
Number of children on roll	36
Name of registered person	Tudor Pre-School Group Committee
Registered person unique reference number	RP901981
Date of previous inspection	29 November 2013
Telephone number	01442 256294

Tudor Pre-School Group was registered in 1992. The pre-school opens from Monday to Friday, during term time. Sessions are from 11.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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