

The Garden Pre-School

Green Lanes School, Green Lanes, HATFIELD, Hertfordshire, AL10 9JY



Inspection date	21 February 2017
Previous inspection date	20 May 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

- The provider actively seeks the views of others to help support continuous improvement. Some of the ways she achieves this are through regular staff meetings, the use of parent questionnaires and talking to the children. Following recent feedback, children's individual files are now made more readily available for parents to view and share with extended family members.
- Staff are keen to develop their knowledge and skills. They make good use of available training opportunities and recognise how these benefit their everyday practice. For instance, following recent training on managing children's behaviour, staff have noticed how well children respond to the use of clear, concise boundaries from all staff.
- Staff use effective methods of observation and assessment to support children's good progress. Timely interventions help children in need of additional support to quickly become familiar with the daily routines. They participate in activities at their own pace and make informed decisions about their day.
- A well-organised key-person system helps to promote children's well-being and independence. For example, staff nominate a child to be helper of the day within their key groups. Children relish their responsibilities, such as organising the snacks and handing out bowls to each child.
- Effective staff deployment and robust risk assessments ensure children's individual care needs are met and enable them to play in a safe and suitable environment.

It is not yet outstanding because:

- Sometimes, staff working with children are not aware of their next steps in learning, so teaching at times is not precise and highly responsive to children's learning needs.
- At times, routines in the room result in high noise levels that distract some children from being able to sustain their levels of concentration during activities.

What the setting needs to do to improve further

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

- extend the use of children's identified next steps in learning so that all staff can tailor their teaching more precisely to the specific learning needs of individual children
- provide children with more opportunities to sustain their levels of concentration during activities, minimising the risk of interruption to 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 provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and other providers through discussions on the day and recently completed written feedback.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff monitor the entrance gate as children are dropped off and collected each day. This helps to ensure that no unauthorised person gains access and that no child is able to leave unsupervised. All staff have a secure knowledge of child protection issues and know the action to take if they have any concerns about a child's welfare or a colleague's practice. The provider is responsive to enquiries and questions from parents. Any matters raised are addressed swiftly and successfully. The provider has established links with many other professionals. She draws on these to discuss, develop and share ideas for best practice, especially relating to new government initiatives. She invites older children's new teachers in to visit, helping them to prepare for their move on to school.

Quality of teaching, learning and assessment is good

Staff work closely with parents to help children settle into the pre-school and establish individual starting points in their learning. They share information about children's progress and highlight to parents the benefits of regular attendance, sourcing help for families where needed. Staff choose timely moments to play alongside children, who welcome their suggestions. For example, as children use large bricks, they encourage them to make predictions about how high they can build and show them how to balance bricks to make a bridge. Children engage in imaginative role play. They choose dressing-up clothes from the well-organised resources and pretend to be superheroes and princesses. Children learn how to share with others and demonstrate constraint as they wait for their turn to use a favourite costume. Children enjoy learning how to operate remote-controlled cars and use controls to change the cars' direction.

Personal development, behaviour and welfare are good

Children enjoy their time at the pre-school and gain comfort and reassurance as needed. Children play well alongside others and are keen to share their experiences. Staff teach children about the importance of healthy lifestyles. For example, they learn that just because they like the taste of a food, it does not always mean it is good for them. Staff listen perceptively to children and provide home-made visual aids to help them demonstrate their knowledge. They talk about dentist visits and how sugary foods may affect their teeth. Children have plentiful opportunities for outdoor activity. They climb apparatus and travel in wheeled vehicles, skilfully negotiating space as they weave in and out of well-placed road signs.

Outcomes for children are good

All children, including those who speak English as an additional language and those who have special educational needs and/or disabilities, make good progress from their starting points. Staff make effective use of the early years pupil premium and other funding. For example, children who have experienced changes in their home circumstances attend additional sessions to further support their continuity of care and learning. Children listen to and follow instruction well. They are confident individuals, motivated to learn and keen to express their opinions. Children gain the essential skills needed in readiness for school.

Setting details

Unique reference number	EY458059
Local authority	Hertfordshire
Inspection number	1066615
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	32
Number of children on roll	57
Name of registered person	The Garden Pre-School Committee
Registered person unique reference number	RP904039
Date of previous inspection	20 May 2013
Telephone number	07961786671

The Garden Pre-School was registered in 2012 and is overseen by a committee. The pre-school employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until midday and from midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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