

Marshalswick Pre School

The Ridgeway, St Albans, Herts, AL4 9TU



Inspection date	2 March 2017
Previous inspection date	28 February 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 strong. Staff encourage parents' involvement in their children's learning and development. They provide them with frequent information and ideas about how they can further support their children's learning at home. Staff share plans of their children's learning opportunities and information about how they are progressing.
- The management team regularly gathers the views of parents and children. Staff frequently discuss their views. This information is used to plan areas for development and set targets for continuous improvement.
- The key-person system is highly effective in supporting new children to build secure attachments with staff. Staff provide a gradual settling-in process which supports children's individual needs. They are supportive and caring, which helps children to quickly become confident and happy in their care.
- Staff skilfully support children who speak English as an additional language. They display key words in children's home language around the setting. Children sing a welcome song in a number of different languages. These are some of the ways children learn about their differences and similarities.
- Children enjoy frequent opportunities for exercise and fresh air. They learn about the world around them as they excitedly explore their local community. Children have visits to the library, cobblers and post office. They play on climbing equipment and learn to take turns to ride on push-along bicycles.

It is not yet outstanding because:

- Although staff share some information with other settings children attend, they do not do this regularly enough to make sure they can build continuously on the learning that takes place elsewhere.

What the setting needs to do to improve further

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

- develop further the arrangements for sharing information with other settings that children attend, in order to build continuously on the learning that takes place elsewhere.

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 observed and discussed 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 good knowledge and understanding about the signs and symptoms of abuse. They understand the nursery policies and know the procedures to follow. Staff have contact information about who to speak to in the local authority to report any such concerns. The manager has implemented a successful system of supervision and training for all staff. She monitors staff practice through her daily interactions with them. She works closely with senior staff and they role model good practice to support staff who are currently training. Staff comment that they feel valued and appreciated in their role. They are eager to learn new skills through the identified training and other professional opportunities which are highlighted during their supervision meetings. Children's records of assessment are frequently reviewed by the manager and any gaps in learning are rapidly identified. Targeted support enables children to continue to make good progress.

Quality of teaching, learning and assessment is good

Staff provide a wide selection of activities that engages and challenges children. They closely link assessments of children's achievements and their next steps in learning to their daily planning. In group time, older children learn about the life cycle of plants. They recall what they have previously been taught and further their learning through the introduction of some new words, such as bud, stem and shoots. Younger children actively become involved in a story about sharing and emotions using large puppets and soft toys. Children delight as they join in with music and movement and enjoy doing the actions to their favourite songs. They are provided with time to practise their early writing skills. Children proudly show their written names on their pieces of creative work.

Personal development, behaviour and welfare are good

Children behave well and are kind to one another. They quickly learn to share and take turns. Staff help children to learn these skills through the supportive and consistent messages they provide. Parents speak very highly about the staff and the activities and games provided for their children. Children enjoy taking on responsibilities, such as when they tidy away the toys or take their turn to be the helper in group time. They develop their independence skills as they pour their own drinks and put on their coats for a trip to the library. Children learn more about living a healthy lifestyle through discussions with staff at snack times.

Outcomes for children are good

Children are eager learners and enthusiastically take part in a wide range of learning opportunities offered. From their initial starting points, children are making good progress. They quickly learn the essential skills needed ready for their move on to school. Children enjoy modelling and creating shapes of their favourite animals with different coloured play dough. They proudly share their achievements with their friends, helping to build their confidence and self-esteem and enabling children to review their own learning.

Setting details

Unique reference number	EY451542
Local authority	Hertfordshire
Inspection number	1066191
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	30
Name of registered person	Fiona Rosemary Donoghue
Registered person unique reference number	RP907196
Date of previous inspection	28 February 2013
Telephone number	07917088711

Marshalswick Pre School was registered in 2012. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above, including two with qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.10am until 12.10pm. They offer a lunch club on Wednesday and Thursday until 1.10pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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