

Flamstead Village Pre-School



Flamstead Village Hall, Church Road, Flamstead, Hertfordshire, AL3 8BN

Inspection date	17 March 2017
Previous inspection date	23 October 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

- Staff have built close working partnerships with parents. They regularly share assessments of children's learning and progress. Staff provide a range of information and ideas that parents can use to further support their children's learning at home.
- Frequent opportunities for fresh air and exercise are provided for children. They learn about their local community as they visit nearby shops and parks. Children enjoy trips to the pre-school's allotment. They enthusiastically join in with digging and caring for the plants and vegetables they grow.
- Children build good relationships with their key-person. This helps support them to settle in quickly. Staff are kind and supportive and tailor starter sessions to meet children's individual needs.
- Staff support children in developing their language and communication skills well. They take time to listen to children and repeat words back to them to support their learning of the pronunciation of words. Staff introduce new words into children's play, such as spiral and car park as they play with a pretend multi-storey car park and toy cars.

It is not yet outstanding because:

- On occasions, staff do not consistently provide the most able children with challenging enough learning opportunities to help them to make more rapid progress.
- The manager does not always make the best possible use of supervision meetings to monitor and evaluate staff's practice, in order to focus on raising the overall quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- provide a higher level of challenge in activities to support the most able children to excel even further in their learning
- strengthen procedures for staff supervision to monitor and evaluate staff's practice, in order to raise the overall quality of teaching even higher.

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 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 about the signs and symptoms of abuse. Staff know the procedure to follow and who to contact with any such concerns. They closely follow the pre-school's policies and procedures, which are updated frequently. Staff have built good relationships with other settings that children move on to. They share assessments of children's progress to provide continuity of learning. Staff frequently review assessments of children's learning to identify any gaps in learning. Targeted support is given to help children to continue in their progress. Management evaluate the practice at the pre-school and seek the views of parents and children, in order to identify and set targets for further improvement.

Quality of teaching, learning and assessment is good

Staff gather information from parents about what children can do when they first start. They use this information and make their own observations to identify children's starting points. They effectively plan for their next steps in learning. Staff work in partnership with other professionals to plan learning experiences that meet the needs of each individual child. They enjoy opportunities to create and explore mark making as they enjoy painting using scrubbing brushes, toothbrushes and straws. Children's fine manipulative skills are promoted though using small magnetic wands to pick up different coloured circles. Staff help children to develop their mathematical skills, such as when they play games where they count the number of dots on a card and match them with the correct numbers.

Personal development, behaviour and welfare are good

Staff are consistent in their approach to children's behaviour. They provide clear explanations that support children's understanding about how to behave kindly to one another. Children receive frequent praise and encouragement from staff. This helps to raise their self-esteem and confidence. Children know to wash their hands before snack time and after outdoor play. They develop their independence skills as they serve and collect their own snack. Children eagerly put on their own coats and shoes for outdoor play. They proudly show staff that they are able to do up their coat zips. Children enjoy exploring in the mud kitchen outside. They create and pretend to cook pies for their friends and staff. Staff talk to children about keeping themselves healthy through story times and discussions.

Outcomes for children are good

Children are making good progress from their starting points. They learn the skills needed ready for their move on to school. Children are eager to learn and explore the wide range of activities provided. Young children learn the skills of sharing as they take turns to feed the toy dolls and putting them to bed. Older children enjoy investigating the natural area outside with magnifying glasses as they search for bugs and insects.

Setting details

Unique reference number	129341
Local authority	Hertfordshire
Inspection number	1063605
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	1 - 4
Total number of places	24
Number of children on roll	41
Name of registered person	Flamstead Pre-School
Registered person unique reference number	RP519072
Date of previous inspection	23 October 2013
Telephone number	07542 109 058

Flamstead Village Pre-School was registered in 1993. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 1pm. On Tuesday, Wednesday and Thursday sessions are until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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