

Paperchain Pre-School & Nursery

St Peters Parish Centre, London Colney, St Albans, Hertfordshire, AL2 1QA



Inspection date

25 April 2017

Previous inspection date

4 March 2015

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 promote good opportunities for children to learn about their personal safety. An example of this is when children take part in physical activities. Staff remind them about climbing carefully on the obstacles, in case they fall and hurt themselves.
- Children's personal, social and emotional development are encouraged through regular praise and reassurance. They leave their parents and carers on arrival with ease and demonstrate that they are happy and settled.
- The manager and her staff team evaluates the setting to promote continuous improvements. They regularly discuss planned and spontaneous activities to ensure that they can continually promote opportunities for children to make good progress.
- Children's physical development is promoted well. Staff provide good opportunities for them to enjoy fresh air and exercise on a daily basis.
- Children's speech and language development are supported very well. For example, staff use a range of probing questions during children's play to encourage their thinking and this promotes good opportunities for children to talk and be listened to.

It is not yet outstanding because:

- On occasions, staff do not recognise when to adjust their teaching to present even more challenge for the older or the most able children.
- Staff do not always promote effective strategies to engage all parents in extending their children's learning at home.

What the setting needs to do to improve further

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

- adapt activities to provide even more challenge for the most able children
- strengthen opportunities for sharing ideas and activities with parents to further support and extend their children's learning at home.

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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate a clear understanding of their roles and responsibilities to protect children in their care. They attend regular safeguarding training to ensure that they are consistently updated with legislative changes. Staff are aware of the signs and symptoms of abuse and know the correct professionals to contact when required. The manager monitors staff practice through observation and discussions. She celebrates staff achievements and good practice and promptly supports staff with any areas for improvement in their professional development. Staff work closely with other providers and professionals. They attend a range of meetings outside of the setting to support and promote consistency, for children and families. Parents speak highly of the staff team. They are regularly given opportunities to discuss their children's learning and development and are welcomed into the setting to share their own skills.

Quality of teaching, learning and assessment is good

The well-qualified staff team completes a range of observations and assesses children's progress on a regular basis. They plan activities and experiences that incorporate children's next steps in learning. Staff pay attention to what children are interested in and follow these interests during activities. For example, children initiate dressing up during a physical activity which staff support them with. They demonstrate good imaginative development as they create and make up their own games and confidently share ideas.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff are consistent in their approach and speak to children in a calm and appropriate manner. Children demonstrate a good awareness of the setting routines. They are quick to help tidy up and smile happily as they are rewarded with stickers from staff. Children learn about healthy lifestyles. They are provided with well-balanced healthy snacks and show good independence as they cut up their fruit and pour their own drinks. The key-person system is effective in supporting children to develop strong bonds and attachments with the staff who support them well during their transitions from home to setting and on to school. Children build strong relationships and develop firm friendships with staff and other children.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and children who speak English as an additional language, are making good progress in their learning given their starting points and capabilities. All children are acquiring the key skills they need for future learning. Children explore the feel of soil and water as they enjoy being gardeners. They talk about the different food they use, such as carrots and potatoes, and staff interact with them very well during their play.

Setting details

Unique reference number	EY361525
Local authority	Hertfordshire
Inspection number	1093179
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	43
Number of children on roll	55
Name of registered person	Caroline Ann George
Registered person unique reference number	RP514753
Date of previous inspection	4 March 2015
Telephone number	07827337315

Paperchain Pre-School & Nursery was registered in 2007. The setting employs 11 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3. The setting opens Monday, Tuesday, Wednesday and Friday from 9.30am to 3pm, and Thursday from 9.30am to 12.45pm, during term time only. The setting support children who have special educational needs and/or disabilities and children who speak English as an additional language. The setting provides funded early education for two-, three- and four-year-old children.

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