

Datchworth Pre-School

Datchworth Village Hall, 52 Datchworth Green, Datchworth, Hertfordshire, SG3 6TL



Inspection date

19 May 2017

Previous inspection date

23 June 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

- Children form warm and secure bonds with their key person and all members of staff. They thoroughly enjoy their key person's sensitive interaction in their play. Children demonstrate friendly and respectful relationships with each other. For example, they laugh together as they use their vivid imaginations when mixing sand and water together to make pretend chocolate cakes.
- Staff develop strong relationships with parents. There is an effective two-way flow of information to aid children's care and learning. Parents describe how the staff team, 'Care for their children as if they were part of their own family'.
- The well qualified and dedicated staff team works very well together. They receive regular supervision meetings and have good training opportunities to consistently update their skills. Staff share the new knowledge they gain with each other. This helps children to positively benefit from newly introduced methods of practice, such as activities to extend children's interest in making marks.

It is not yet outstanding because:

- Staff do not share precise information about children's achievements with staff from all other settings that children attend to fully support their continuity in learning.
- Occasionally, children are not given enough time to think about and respond to staffs' enthusiastic questioning, such as during planned activities.

What the setting needs to do to improve further

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

- strengthen the partnership with other staff from all settings that children attend
- provide more opportunities for children to enhance their thinking and speaking skills, particularly to help them formulate answers and respond to questions.

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 at appropriate times during the inspection.
- The inspector completed a joint observation with the manager. She reviewed how the pre-school uses self-evaluation to reflect upon the service they offer.
- The inspector held a meeting with the manager, deputy manager and chairperson of the committee. She looked at relevant documentation and evidence of the suitability of committee members, as well as staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to identify any children who may be at risk of harm. They know the action to take if they have concerns about a child's welfare. For example, staff implement a strict password system in the event of parents not being able to collect their own children. The manager, committee members and staff are reflective and regularly evaluate the provision they offer. Their commitment helps them to drive forward identified areas for improvement. The manager thoroughly monitors children's progress, including specific groups of children. Swift action is taken to address any gaps in children's learning. Staff work in successful partnership with other professionals to support children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Staff undertake detailed assessments of children's progress. All children engage in challenging activities with enthusiasm. For example, they discover through trial and error which toy vehicles move the fastest down various ramps with different surfaces. Children positively respond to the staff's praise. This motivates them to continue experimenting and implement their own ideas, for example, raising one end of the ramp that is covered in fabric to make the vehicles roll faster. Staff skilfully respond to spontaneous events to enhance children's learning. For example, as the post officer delivers the pre-school's post, staff enhance children's understanding of different occupations. Children are inquisitive. They are keen to see what is inside the post officer's bag and try on his jacket.

Personal development, behaviour and welfare are good

Effective arrangements are in place to help children to settle as they begin attending. Children grow in confidence. For example, they speak out in small groups. They are very independent and know the importance of a good hygiene routine. Children prepare and serve themselves a healthy snack. For example, they clear away their plates and cups when they have finished without being reminded. They demonstrate a strong awareness of how to keep safe and assess risks for themselves as they develop good physical skills. For example, they climb over and under the bars of the sturdy climbing frame outdoors.

Outcomes for children are good

Children make good progress in relation to their starting points, including those who have special educational needs and/or disabilities. For example, they are able to identify and write their own name. Children learn to link letters to sounds as they join in with songs and actions that incorporate the different letters of the alphabet. They confidently count, recognise numbers and solve simple mathematical problems, such as addition. They gain the necessary skills needed to help prepare them for their future learning at school.

Setting details

Unique reference number	146430
Local authority	Hertfordshire
Inspection number	1089729
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	26
Number of children on roll	28
Name of registered person	Datchworth Pre-School Committee
Registered person unique reference number	RP910416
Date of previous inspection	23 June 2015
Telephone number	01438 814310

Datchworth Pre-School registered in 1994 and is located in Datchworth, Hertfordshire. It employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the manager, who holds early years professional status. The pre-school opens from 9am until 1pm, Monday, Wednesday and Friday and from 9am until 2.45pm on Tuesday and Thursday, term time only. It provides funded early education for two-, three- and four-year-old children.

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