

Sheredes Pre-School

Sheredes Primary School, Benford Road, Hoddesdon, Hertfordshire, EN11 8LL



Inspection date	5 July 2017
Previous inspection date	19 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 a good knowledge and understanding of how children learn and develop. They use effective teaching methods to support children. Staff plan carefully for all children's learning needs, using information from their observations and from parents to closely monitor their child's achievements. All children make good progress.
- Partnerships with parents are strong. For instance, the settling-in procedures are robust, and parents talk to key persons regularly about their children's progress and contribute to their learning.
- Children learn about the boundaries for acceptable behaviour and how to respect each other. They behave very well and use their manners during the day. Staff are good role models to children, talking to them in a calm and respectful manner.
- Staff have good links with other provisions children attend, sharing their development to provide a consistent approach. The manager and staff liaise closely with local schools to ensure children feel secure and ready for the move to school.

It is not yet outstanding because:

- Occasionally, staff do not make good use of opportunities to explain to children why healthy food is important as part of a healthy lifestyle.
- Children do not have enough opportunities to learn about their own community and other communities further afield, in order to fully encourage their understanding of the wider world.

What the setting needs to do to improve further

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

- provide further opportunities to support children's understanding of why healthy food is good for them
- enhance the range of experiences that helps children to learn about their own community and that of others.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector sampled a range of documents available, including those relating to the premises, staff suitability and safeguarding.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of the leadership and management is good

The manager has made positive changes since the last inspection. For example, she and the staff team have developed systems to enable them to reflect well on the quality of the provision. The views of staff, parents and children are included as part of the self-evaluation to identify areas for improvement. The manager makes good use of training, coaching and supervisory sessions to develop staff's knowledge and experience and to improve learning outcomes for children. She closely monitors children's progress and helps staff to address any gaps identified in children's learning. Safeguarding is effective. The manager and staff are fully aware of their responsibility to keep children safe. They know the correct procedures to follow if they have any concerns about a child's safety or well-being.

Quality of teaching, learning and assessment is good

Staff provide a wide range of good-quality toys and resources for children to explore freely and to develop their imaginations. Staff plan exciting learning experiences that are based on children's interests to fully support their play and learning. For example, they experiment and compare which objects sink or float in water and explain why. Staff use enjoyable nursery songs and stories to help support children's listening and speaking skills. Activities, such as weighing and measuring, help children develop their mathematical skills. Staff skilfully extend children's mathematical knowledge. For instance, children estimate quantity and recognise the numbers they need for their games. Young children make marks in multicoloured rice as part of the preparation for developing their early writing skills.

Personal development, behaviour and welfare are good

The nursery is bright and welcoming. Staff ensure children are settled and enjoy their time at the nursery. Staff teach children to respect others and behave well. Children follow good hygiene routines. They are confident and make their own choices. Children develop an awareness of keeping themselves safe and managing appropriate risks. For example, they use climbing equipment safely and use scissors very carefully, placing them back in a pot after use. Children have good opportunities to play outside and be physically active, and they develop good coordination and control. For example, children run, jump and climb as they explore the well-resourced outdoor area. This supports their physical development well.

Outcomes for children are good

All children make good progress and develop the skills they need for their future learning. They form firm friendships and confidently engage with staff and other adults. Children successfully build on their independence; for instance, as they choose their own activities. They develop good practical skills. From an early age children learn to set up the snack tables and are confident in washing their hands after going to the toilet and messy play activities.

Setting details

Unique reference number	124115
Local authority	Hertfordshire
Inspection number	1077076
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	2 - 4
Total number of places	24
Number of children on roll	43
Name of registered person	Sheredes Pre-School Committee
Registered person unique reference number	RP909040
Date of previous inspection	19 October 2016
Telephone number	07905030531

Sheredes Pre-School registered in 1992. The pre-school employs four members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 6, one member of staff holds level 3 and two hold level 2. The nursery opens on Monday, Wednesday and Friday from 8.30am to 2.50pm, and on Tuesday and Thursday from 8.30am to 12.30pm, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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