

Layston Preschool and Nursery CIC



Layston Preschool and Nursery CIC, The Causeway, Buntingford, Hertfordshire, SG9 9EU

Inspection date

16 March 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make strong attachments with staff, who are nurturing and excellent role models. Children are keen and eager on arrival, and separate confidently from their parents. This demonstrates they are comfortable and they feel a very strong sense of belonging.
- Children's behaviour is very good. Staff provide a calm, reassuring environment. They support children's understanding of right and wrong by explaining, reasoning and very effectively promoting sharing and taking turns.
- Children display a high awareness of how to avoid risks in the environment. They are extremely caring and conscientious. They remind others about the dangers of running inside, saying it is because they might fall and make themselves bleed.
- The quality of teaching is good and enhances all aspects of children's learning and development. Staff speak confidently and are knowledgeable about children's interests and next steps for their learning.
- Partnerships with school and other professionals are very well established and effective. Staff carefully plan a consistent and joined-up approach to help ensure that they fully support children's individual developmental needs.

It is not yet outstanding because:

- The new tracking of assessment system is not yet fully implemented to help staff build even further on their already effective monitoring of individual children and different groups of children in the setting.

What the setting needs to do to improve further

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

- implement the new assessment processes to support with the monitoring of children's progress, to help them be even more ready for school.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the provider.
- The inspector held a number of discussions with the provider, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the provider how she reflects on practice.
- The inspector took account of the views of parents through discussions during the inspection process.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff have a good understanding of how to identify a child who may be at risk and what to do if they are concerned about the welfare of a child. Children are supervised well and staffing ratios are maintained. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Regular staff supervision meetings take place and opportunities to discuss children's welfare and progress are frequent. The provider reflects on where improvements can be made effectively, to drive development. The views of staff, parents and children are gathered and used to enhance children's learning experiences. This helps to continuously improve outcomes for children.

Quality of teaching, learning and assessment is good

Observation, assessment and planning systems are flexible and take account of children's changing needs and interests. Staff plan good-quality learning experiences that motivate children to join in. Children's speech and language is developed successfully. Parents and carers, spoken to at this inspection, say that their child's speech has much improved since attending the setting. Staff support older children's increasing understanding of letters and sounds. For instance, children say and identify letters in their name and match objects which start with the same letter. Staff clearly understand children's needs and work to narrow any gaps in their development. Staff build strong links with external professionals, and children benefit from prompt and targeted support. Staff attend ongoing training to strengthen their skills and to benefit children's learning. For example, further early mathematics training has increased their awareness of encouraging children to identify environmental shapes.

Personal development, behaviour and welfare are outstanding

The key-person system is highly effective. The provider and staff excel in providing an inclusive and supportive environment for children and their families. Play spaces are vibrant and provide exemplary opportunities for children to explore and learn. The outdoor area supports excellent provision for children to develop their imagination and physical skills. Children significantly increase and obtain very high levels of independence and collaborate exceptionally well as they play. They learn how to safely and very competently handle delicate objects and small tools. Children develop a very strong sense of care and responsibility for themselves and others.

Outcomes for children are good

Children are keen and active learners who are motivated in their play. They are confident, sociable and form close friendships with each other. All children make good progress and are gaining the skills needed to support their future learning. Children listen attentively to stories, joining in with repeated phrases and helping to tell the story by using the pictures as clues. They make marks with a wide variety of items and develop the skills to help them read and write in preparation for school.

Setting details

Unique reference number	EY494489
Local authority	Hertfordshire
Inspection number	1031552
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	30
Number of children on roll	38
Name of registered person	Layston Preschool and Nursery CIC
Registered person unique reference number	RP534958
Date of previous inspection	Not applicable
Telephone number	01763271235

Layston Preschool and Nursery CIC registered in 2015. The setting is managed by a board of trustees and is situated within the grounds of Layston First School in Buntingford. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including two with a childcare qualification at level 3 and one at level 5. The provider holds early years professional status. The setting opens on Monday to Thursday from 9am to 3.15pm and on Friday from 9am to 12.15pm, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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