

New Road Preschool

Croxley Methodist Church, New Road, Croxley Green, Herts, WD3 3EP



Inspection date

26 March 2018

Previous inspection date

21 May 2014

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 are well supported by the manager and use effective teaching methods. They offer children a stimulating range of play opportunities that captures their interest and supports them in making good progress in their learning.
- The manager monitors children's progress and promptly addresses any weaker areas. Staff now offer children further opportunities, such as weighing and sorting items, which support them in developing their mathematical skills.
- Staff support children in understanding their feelings and learning to manage their behaviour. Children mirror the good example set by staff, acting calmly and positively, and treating one another with kindness and respect.
- Parents report that they recognise the good partnerships the pre-school maintains. For example, they appreciate the weekly communication book that details children's activities and enables them to build on what children have been learning.
- The manager and staff complete further training and put their new knowledge into practice. Staff now ensure that resources are presented in a way that encourages children to access a wider variety and to use these creatively.

It is not yet outstanding because:

- Staff do not consistently extend the opportunities to support children in fully developing their skills in solving problems as they encounter them in their activities and discussions.
- Staff sometimes carry out tasks for children that they could do themselves and so do not always promote children's independence.

What the setting needs to do to improve further

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

- build on the opportunities that support children in developing their skills in solving the problems they encounter during their play and discussions
- extend the opportunities that support children in developing their independence.

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 talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

Inspector

Kelly-Anne Eyre

Inspection findings

Effectiveness of the leadership and management is good

The manager makes good use of her higher qualification to inform her work. She offers staff effective supervision and uses thorough self-evaluation procedures to continue to develop the pre-school. Newly extended hours offer parents and carers greater flexibility. Further improvements include detailed planning for the outdoor area to offer children additional learning opportunities. Arrangements for safeguarding are effective. Staff keep up to date with local procedures and national guidance and initiatives. They understand how to report any concerns about children's welfare. Staff work well with other professionals and childcare settings. This helps to ensure that children's needs are recognised, understood and consistently met. The manager knows the children well and makes good use of additional funding to help reduce any differences in learning.

Quality of teaching, learning and assessment is good

Staff make good use of children's interests as a way of extending their learning. Children interested in role play build on their creativity as they use resources to make costumes representing their favourite superhero. Staff offer children activities that help build their confidence in readiness for school. For example, children look at school uniforms and discuss books that illustrate the school buildings and playground. Children enjoy many opportunities that support them in developing their skills in writing and making marks. They paint on the wall with water, write on clipboards and are fascinated as they write on laminated sheets, rubbing this out and repeating it many times. Staff use resources well as a way of supporting the development of children's knowledge. For example, children learn about life cycles as they observe frogspawn developing. They build their reading skills and vocabulary as they look at associated books and sing related songs.

Personal development, behaviour and welfare are good

Staff use the key-person system well to work with parents. They meet with them and gather clear initial information about children's needs. They then build on this as they continue to exchange information with parents through formal meetings and daily discussions. Children settle well and build warm relationships with staff. They develop their physical skills and gain a good understanding of the relevance of healthy lifestyles. For example, children learn to balance, control their muscles and allow space for one another as they use equipment, such as stepping stones and ride-on toys. They talk about why their hearts beat faster and why they feel warmer after exercise. Staff praise children's efforts and children readily celebrate each other's achievements. This helps build their confidence and reinforces their positive attitudes to learning.

Outcomes for children are good

Staff support children well so that they make good progress and develop the skills they need for school. Children work well together and learn to communicate their ideas. For example, children invent a role-play scenario about a wedding. They listen to each other and take turns to talk as they eagerly elaborate on this. They readily include other children and staff, and competently explain their roles to them.

Setting details

Unique reference number	EY241948
Local authority	Hertfordshire
Inspection number	1087887
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	32
Number of children on roll	26
Name of registered person	Maria Evans-Smith
Registered person unique reference number	RP906395
Date of previous inspection	21 May 2014
Telephone number	07787561454

New Road Preschool registered in 2003. The pre-school employs eight members of childcare staff, six of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Thursday during term time only. Sessions are from 8am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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