

# The Courtyard Pre-School

The Courtyard, Leavesden Road, Watford, Hertfordshire WD24 5ED



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 12 September 2018 |
| Previous inspection date | 20 October 2015   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of 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

### The provision is good

- The manager and staff assess children's learning well. They observe children's development and plan for the next steps in their learning to help ensure their good progress.
- Staff are creative and effectively plan a wide range of activities that helps to promote children's learning and interests. For example, they engage children in experimenting with paints to create self-portraits. Children excitedly describe their facial features to staff and to their friends.
- Staff promote diversity highly effectively. They teach children to respect each other's views, similarities and differences. Children learn about festivals, different cultures and their community.
- Staff gather information from parents about children's care needs and tailor practice to ensure these are met. The key-person system is good and children quickly settle at pre-school.
- Staff have regular supervision meetings with the manager to discuss their practice. They benefit from good training and opportunities for professional development to continuously develop their teaching skills. Staff are confident teachers and fully understand their duties.

### It is not yet outstanding because:

- Staff do not share enough information about children's ongoing learning and development with parents to ensure that they have continuous support between home and the pre-school.

## What the setting needs to do to improve further

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

- continue to develop procedures to share regular information with parents about children's learning, to ensure children have continuous support between home and the pre-school.

### 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 interacted with children and staff throughout the inspection.
- The inspector completed joint evaluations of activities with the pre-school manager.
- The inspector held discussions and meetings with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of staff's suitability, training and qualifications.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Karinna Hemerling

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager monitors staff's suitability and provides them with regular safeguarding training. Staff know the signs of abuse and the steps to follow should concerns about a child or other adults arise. Staff risk assess the premises daily, which helps to ensure that children remain safe. They teach children about personal safety and supervise them closely. The well-qualified manager and staff reflect on the quality of teaching and learning. They evaluate the effectiveness of activities and practice, and engage parents in sharing their views to continually improve the services for children.

### Quality of teaching, learning and assessment is good

Staff plan activities for children across all the areas of learning, indoors and outdoors. They provide a good balance of adult-led activities and opportunities for children to choose their own play. For example, staff engage children in drawing shapes on the floor outdoors using water and paintbrushes. Children become fascinated in observing the water running from their brushes along the floor. Staff immediately adapt their teaching to expand on children's interests, and children delight in talking about the different directions that the water runs. Staff continuously bring new ideas to help promote children's secure learning and interests.

### Personal development, behaviour and welfare are good

Staff form strong bonds with children. They are good role models and have clear expectations of them. Children behave very well and show good social skills. They make friends and play together harmoniously. Children learn how to be healthy. Staff provide them with nutritious snacks and opportunities to be active. For example, children enjoy daily outdoor play, exercise and regular outings to local play areas. Staff provide good support to give children the confidence to be independent. For example, children learn to manage their self-care needs and proudly help staff with daily tasks. They are happy and comfortable at the pre-school.

### Outcomes for children are good

Children learn through play and are effectively challenged in their learning. For example, they blow bubbles with staff and enjoy popping them while learning to count to higher and higher numbers. Children access and enjoy all activities available. They eagerly take part in targeted groups to help develop their literacy, numeracy and social skills. Children develop good early writing skills and access relevant resources to make marks throughout the day. They make good progress in preparation for their next stage of learning, such as school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 130647  |
| <b>Local authority</b>                           | Hertfordshire   |
| <b>Inspection number</b>                         | 10063521  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 20  |
| <b>Name of registered person</b>                 | Elim Foursquare Gospel Alliance   |
| <b>Registered person unique reference number</b> | RP520159  |
| <b>Date of previous inspection</b>               | 20 October 2015   |
| <b>Telephone number</b>                          | 01923 252336  |

The Courtyard Pre-School registered in 1998. The pre-school employs six members of childcare staff, all of whom hold relevant qualifications at level 2, 3 and 4. The pre-school opens Monday to Friday during term time only. Sessions are from 8am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

