

Knebworth Pre-School Group

Trinity Church, Park Lane, Knebworth, Hertfordshire SG3 6PD



Inspection date	27 November 2018
Previous inspection date	25 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The committee and managers have worked hard to address the issues raised at the last inspection. They have made sure all prospective committee members supply the necessary details to Ofsted for the completion of checks to assess their suitability.
- Children have good opportunities to develop their listening and attention skills. During the well-organised large group sessions staff support children very effectively to put these skills into practice.
- Children are achieving well. There is good support for children who need additional help with their learning to enable them to attain their goals.
- Parents speak highly of the setting. They appreciate the very effective relationships that staff build with the children to help them settle and to enjoy their time at pre-school. There are successful partnerships with local schools, other agencies involved in children's care and other early years settings that children attend.
- Evaluation is effective and helps the staff to recognise what they do well. Since the last inspection staff have worked on a number of initiatives that have helped children to prepare for school.
- Staff sometimes offer ideas and solutions to the problems children encounter, which means children do not have enough opportunities to think deeply and show what they know.
- Supervision meetings for all staff are not focused sharply enough to help build on the already good teaching and leadership skills.

What the setting needs to do to improve further

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

- extend the opportunities for children to think for themselves and to show what they know and can do during free play
- enhance staff supervision meetings to make them more sharply focused to help all staff build on their already good skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated it with one of the managers.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school and committee members.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Alison Reeves

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of safeguarding practice; they recognise the possible signs that children may be at risk of, or suffering harm. The well-qualified team work successfully together. Managers provide good support to staff to help them fulfil their responsibilities. Staff attend training to keep up to date. They effectively track children's progress and identify gaps in learning. They make good use of additional funding, such as early years pupil premium to help children achieve their full potential. Staff all contribute to evaluating the overall quality of the provision. They use feedback from parents, children and other professionals to help them decide on where they can make improvements.

Quality of teaching, learning and assessment is good

Staff understand how different children learn and appreciate their individual learning style. Staff listen well to what children say and respond positively. There are plenty of lively conversations. Staff take time with children when teaching. Children enjoy learning French; many children confidently greet each other and count from one to five. Children participate in storytelling and often use familiar stories in their role play. Children enjoy making things with paper, glue and pens. They are excited about the Christmas themed activities. Staff make good use of the opportunities to observe and assess children's progress. Assessment is accurate and key persons use what they know about children to plan and tailor most of their teaching.

Personal development, behaviour and welfare are good

Children are happy and settled in the pre-school. Strong relationships with children and their families help to promote an atmosphere of trust and belonging. Staff use effective strategies to help manage children's behaviour. They are good role models for children and offer lots of praise and encouragements. Staff respond to minor accidents promptly and despite children's reassurance, they go on to provide first aid and record the accident. This helps to ensure children's safety and well-being. Children have good opportunities for active and energetic play each day. The team continue to develop the outdoor space to make it interesting and inviting for children.

Outcomes for children are good

Children make good progress from their individual starting points. They use their speaking and listening skills well during the daily circle time, where they talk about the days of the week, the weather and any important events that are happening that day. Children are confident communicators with a wide vocabulary. Their behaviour is often exemplary. Children show their good understanding of numerals and number sequences. They recognise numbers in print. Children learn phonics, recognising the initial sounds of familiar words. They are independent, responsible and capable. Children are well prepared for the next stage of their learning and make good progress in school.

Setting details

Unique reference number	146762
Local authority	Hertfordshire
Inspection number	10080329
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	37
Name of registered person	Knebworth Pre-School Committee
Registered person unique reference number	RP519053
Date of previous inspection	25 January 2018
Telephone number	01438 234804

Knebworth pre-school opened in 1995. It employs eight members of childcare staff. All of whom hold appropriate early years qualifications at level 3 or above, including the managers who hold early year's professional status and a foundation degree respectively. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 3pm. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

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