

Woodhall Farm Pre-School



Woodhall Farm Community Centre, Hemel Hempstead HP2 7JX

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| Inspection date | 28 January 2019 |
| Previous inspection date | Not applicable |

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| The quality and standards of the early years provision | This inspection: | Good | 2 |
| | Previous inspection: | Not applicable | |

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| Effectiveness of leadership and management | Good | 2 |
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| Quality of teaching, learning and assessment | Good | 2 |
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| Personal development, behaviour and welfare | Good | 2 |
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| Outcomes for children | Good | 2 |
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Summary of key findings for parents

This provision is good

- Parents speak highly of the pre-school staff, and feel that they are kept well informed about their child's progress. Staff give them ideas of how they can support their children's learning at home. Parents comment that staff are very helpful and supportive towards the whole family, as well as meeting their children's individual needs.
- Staff support children's learning well. Children remain very focused and engaged at the activities on offer. They choose things that interest them and willingly participate in activities that are led by the staff.
- Children make good progress from their initial starting points. Staff promptly and regularly monitor children's progress after they start at the pre-school. This supports them to identify any potential gaps in children's learning.
- Children settle quickly at the pre-school. Staff are appropriate role models. They support children to learn how to share and take turns with their friends. Children form strong friendships with other children, and are kind and helpful to each other.
- The manager provides staff with various opportunities to develop their professional knowledge. She keenly supports their development and they attend courses that are relevant to their roles. Staff share information gained on training courses with their colleagues. This helps the whole team to gain more information to support the needs of the children well.
- Children who speak English as an additional language do not always have enough opportunities to share their culture and home language with other children and staff in the pre-school.
- On occasions, staff do not always fully explain the rules to children and the reasons for them being in place.

What the setting needs to do to improve further

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

- improve opportunities for children who speak English as an additional language to share and celebrate their culture and home language in order to support their development even further
- reinforce children's understanding for the rules that are in place and support them to recognise how these rules can help to keep themselves and their friends safe.

Inspection activities

- The inspector had a tour of the premises indoors and outdoors.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector observed a planned activity with the manager. They discussed the quality of teaching and the impact of this on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including policies, staff qualifications and children's learning records. She also reviewed the suitability of staff working in the pre-school.

Inspector

Jennifer Hardy

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a solid understanding of the processes to follow if they are concerned about the welfare of children in their care. The manager reflects on the service that she offers to families. She meets with staff regularly to discuss and evaluate their progress. Staff form strong relationships with other professionals. This helps them to support children's continuity of care when they move on from the pre-school. Additional funding that the pre-school receives is used well to support children's learning effectively. Staff accurately identify children who need additional help. They introduce new systems to offer these children targeted support. This helps staff to close any gaps that emerge in children's learning.

Quality of teaching, learning and assessment is good

Children make good progress in their learning and development. The manager regularly analyses data to identify any areas where children need more support. Children develop their skills in using tools for a purpose. For example, staff modelled to children how to use a dustpan and brush to collect the leaves that had fallen. Staff ask children a range of appropriate questions as they play. This helps them to develop their imaginative games further. Staff support children's spoken language development well, including those children who speak English as an additional language. Staff help children to develop their understanding of numbers. For example, they supported them to count the number of bears they had on their card. Staff support children to learn about letters and the sounds they represent. This encourages children's speech and language development.

Personal development, behaviour and welfare are good

Staff encourage children to come into the pre-school independently. Children are supported to follow good hygiene routines. For example, they wash their hands independently before they eat their snack. Staff offer the children a range of healthy snacks. Children help staff to tidy up well. For instance, they place their cups and plates in the bowl once they have finished their snack. Children are comfortable with staff supporting them with their personal care needs. They confidently turn to staff if they need help during the session. Children learn to take appropriate risks safely. For example, staff support them to explore different ways to go down the slide. Staff help children to learn about the wider community. They provide opportunities for families to share experiences together, such as when they organise a teddy bears picnic in the local park.

Outcomes for children are good

Children practise writing the letters that they are learning, which helps them to develop their early writing skills. They enjoy singing familiar songs with their friends and dance enthusiastically to music. Children learn how to change and mix colours. For instance, they paint pictures and talk about the colours they can see. They are motivated learners and are well prepared for the next stage in their development.

Setting details

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| Unique reference number | EY539414 |
| Local authority | Hertfordshire |
| Inspection number | 10079883 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 - 4 |
| Total number of places | 35 |
| Number of children on roll | 39 |
| Name of registered person | Kukoyi, Abisola Olanrewaju |
| Registered person unique reference number | RP539413 |
| Date of previous inspection | Not applicable |
| Telephone number | 07939923968 |

Woodhall Farm Pre-School registered in 2016. It operates in Hemel Hempstead. The pre-school employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The provider holds early years professional status. The pre-school opens from Monday to Friday during term times. It operates from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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