

Codicote Pre-School

St Giles Parish Centre, Bury Lane, Codicote, HITCHIN, Hertfordshire SG4 8XX



Inspection date	6 February 2019
Previous inspection date	22 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
		Previous inspection:	Requires improvement
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 new manager's early evaluation of practice is secure. She has very quickly acquired an understanding of the pre-school and what she can offer to bring about further improvements. This has had a positive impact on outcomes for children.
- Staff work together as a team. They reflect on their practice and identify areas for improvement. Supervision meetings help staff to develop their skills and decide on their training needs.
- Well-planned adult-led activities support children effectively to gain new skills and use what they already know to enhance their further learning.
- Staff listen to what children have to say. They respect children's wishes and decisions when they make choices about the activities they want to pursue.
- Parents are positive about their experience at the pre-school. They say their children make good progress and that the new manager is already having an impact, making the pre-school even more positive and upbeat.
- Staff do not always make the best use of their knowledge of individual children to tailor their teaching to help children make really rapid progress.
- Staff do not place sufficient emphasis on reflecting languages, other than English, within the pre-school to support all children to broaden their experience of the world.

What the setting needs to do to improve further

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

- strengthen the link between the identified next steps in children's learning and staff's teaching to help children make more rapid progress
- explore further ways to reflect the range of different home languages spoken by children in the pre-school to help broaden the experiences of all children.

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 observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school and of the committee.
- 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. All staff have a suitable understanding of the possible signs of abuse and neglect. They know the process for reporting any concerns. Recruitment procedures are effective and ensure staff are suitable to work with young children. The committee has acted promptly to ensure information is shared with Ofsted to enable the suitability checks to be completed on all committee members. Staff and parents successfully work in partnership to support children as they settle into pre-school. Furthermore, professional partnerships between staff and other agencies are effective in ensuring appropriate support is in place to help children succeed. Staff monitor children's progress well and this helps them identify any gaps in children's learning.

Quality of teaching, learning and assessment is good

Key persons know their children well. They recognise their children's interests and how to involve them in experiences. During large-group activities staff demonstrate good teaching skills. They use effective methods that help children to maintain concentration and encourage them to listen, respond and follow instructions. Staff provide effective support to develop children's speaking and listening skills during the morning welcome time and daily story time. Children are keen to participate and share what they know with staff. Children find the well-planned animal activity, linked to the Chinese New Year celebrations, interesting and fun. Staff regularly observe children to find out about their achievements and progress. Staff share these assessments with parents and guide them on possible activities they can try at home with their child.

Personal development, behaviour and welfare are good

Children are happy, confident and show they feel secure in pre-school. Children's behaviour is good. They respond positively to praise and encouragement from staff. Children have good opportunities to explore how the body works. They find out about the effects of exercise on their own bodies. They feel the change in their breathing and heartbeat after vigorous and energetic play. Children enjoy time outside in the fresh air each day. Staff offer fresh fruit and drinks at snack time. They encourage children to learn about good hygiene routines as they help them to wash their hands and get tissues to wipe their noses. This helps children to recognise the importance of a healthy lifestyle.

Outcomes for children are good

Children make good progress at pre-school. They are prepared well for the next stage of their learning in school. Children participate in experiences that support them to concentrate and develop their early mathematical learning. Children show interest in making marks as they build on their early writing skills. They show a good level of independence as they put on and take off their coats, successfully hanging them on their pegs. Children participate in the book loan scheme. They eagerly bring along their book bags and choose a picture book to take home to share with their family.

Setting details

Unique reference number	EY411303
Local authority	Hertfordshire
Inspection number	10084837
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 3
Total number of places	26
Number of children on roll	24
Name of registered person	Codicote Playgroup Committee
Registered person unique reference number	RP523774
Date of previous inspection	22 March 2018
Telephone number	07542285412

Codicote Pre-School registered in 2010. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including the manager who holds an early years degree at level 7. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.25am until 12.25pm. The pre-school receives funding to provide free early education for two- and three-year-old children.

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