

# Spins Pre-School

Standon and Puckeridge community centre, Station road, Puckeridge,  
Hertfordshire SG11 1TF



<b>Inspection date</b>	15 February 2019
Previous inspection date	14 June 2016

<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

### This provision is good

- Staff clearly demonstrate the fundamental British values in their practice. They show respect when talking to children and listen to what they say. Staff follow children's choices and preferences and are aware of the resources children like to play with.
- Children are enthusiastic learners and they make good progress during their time at the pre-school. Children with special educational needs and/or disabilities (SEND) are particularly well supported in their learning. Staff work closely with parents and outside agencies to provide very good care and support, which is tailored individually to children's needs.
- Staff support children's communication and language skills well. For example, they sing songs and read books with the children. They ask questions to encourage children's listening, attention and speaking skills.
- Additional funding is used successfully to improve outcomes for individual children. For example, staff provide children with exciting and stimulating resources to encourage their language and communication skills and develop their confidence when playing with other children.
- The pre-school is well established within the community. Some of the staff, including the managers, have worked at the pre-school for several years. This helps to provide stability for parents and children. Parents say they are very happy with the care and education their children receive. They are supported to extend children's learning at home, which contributes to the good progress children make.
- The supervision of staff is not regular enough to be a fully effective aid to monitoring, supporting and improving their practice.

## What the setting needs to do to improve further

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

- extend the existing systems for supervision of staff to include evaluating and monitoring staff performance, to strengthen and build on the good practice already demonstrated.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school managers.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Jacqui Oliver

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff give high priority to children's safety and well-being. The premises are safe and secure, and children are supervised well. Staff have completed relevant training and know what action to take if they have concerns about a child's welfare. There are robust procedures when recruiting and vetting staff to ensure they are suitable to work with children. The managers and staff work well as a team. This helps to provide a welcoming and happy atmosphere in the pre-school. They are well qualified, which has a positive impact on children's learning. Staff monitor children's progress closely, enabling them to quickly identify and address any possible gaps in their development. Staff work in partnership with local schools to encourage continuity in children's care and learning.

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

Staff plan and provide a stimulating environment with a good range of resources. Children can explore their own ideas and move freely between the activities. Staff introduce mark making in an enjoyable way, such as using their fingers to make marks in sand. Older children are encouraged to develop their early writing skills, and staff continually reinforce their understanding of letters and sounds. Children use their imagination well as they pretend to be doctors and nurses in the role-play area. Staff skilfully question children to extend their learning. For example, children are asked to guess if objects will sink or float. They have fun testing them out and discussing why they might sink. Children's learning journey book is regularly shared with their parents. It shows the wide range of activities and experiences they enjoy at the pre-school.

### Personal development, behaviour and welfare are good

Children and their families are warmly welcomed by the managers and staff. Children arrive happy and keen to start their day. Staff are very good role models and manage children's behaviour well. Children have their own set of 'golden rules' and talk about being kind. They are helped to understand the importance of safe and healthy lifestyles. For example, children are provided with nutritious snacks, have regular exercise and follow good hygiene routines. They learn about their local community and people who help them. Police and fire officers are invited to the pre-school to talk about their roles. Children learn about diversity and enjoy tasting food from different countries. They have a variety of multicultural resources such as dressing-up clothes and books.

### Outcomes for children are good

Children quickly make friends and enjoy playing together. They develop their concentration as they learn to listen to stories. Children enjoy using different media, such as crayons, paint and dough, to develop their mark-making skills. Staff consistently promote children's early mathematical and literacy skills during daily activities and routines. Children are helped to understand the world as they watch eggs hatch into chicks and learn about the life cycle of the butterfly. Children enjoy their time at the pre-school and are developing key skills ready for their future learning and school.

## Setting details

<b>Unique reference number</b>	EY478329
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10076033
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Spins Partnership
<b>Registered person unique reference number</b>	RP908089
<b>Date of previous inspection</b>	14 June 2016
<b>Telephone number</b>	07881 533339

Spins Pre-School registered in 2014. The pre-school employs seven members of childcare staff. Of these, five hold relevant childcare qualifications at level 3 and one at level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 2.15pm. 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)

