

Inspection date	27 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
		Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children gain a thoroughly secure understanding of how to take calculated risks safely. They demonstrate their understanding confidently. For instance, they remind their friends to be careful when they move around the room, as they are using sharp tools. Staff calmly support them to practise using the tools independently. Children are encouraged to recap on their previous learning and they readily recall this information positively.
- Staff use the fully embedded planning system effectively to expertly differentiate their planning for each individual child. They closely monitor children's progress. This supports them to meet children's individual needs and swiftly identify any gaps in their learning. As a result of this, the vast majority of children make rapid progress in their learning from their initial starting points.
- The highly reflective manager involves her qualified staff team in all aspects of the pre-school. They work seamlessly together to provide children with a high quality of care. Professional development opportunities for staff are abundant. The manager recognises staff's strengths and encourages them to develop their passion in specific areas even further. This supports them to be highly effective practitioners and provide children with an exceptional level of teaching.
- The learning environment provided for children is exciting and engaging. Staff have carefully considered all of the areas of the environment both indoors and outdoors. They are highly focused on ensuring that children are kept safe. Children actively participate in locating hazards in their surroundings. For example, they swiftly identify the potential dangers in the garden as part of their 'forest fun' session.
- Staff form strong bonds with families and skilfully offer suitable ideas to promote children's learning at home. Staff work closely with other professionals to support children and their wider family units. They use the information gained from other professionals effectively to support children's individual needs.

What the setting needs to do to improve further

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

- continue to explore innovative ways to share children's progress with staff at other settings children attend, to further support them to make even more rapid progress in their learning.

Inspection activities

- The inspector had a tour of the premises indoors and outdoors.
- The inspector spoke to some parents and read written feedback from others. She took their views into consideration.
- The manager and inspector observed a planned activity. They discussed the teaching that took place and considered the impact of this on children's learning.
- The inspector assessed the quality of the teaching throughout the pre-school. She spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a range of documentation, including policies, staff suitability documents and children's learning records.

Inspector
Jennifer Hardy

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff clearly understand the process to follow if they have concerns about a child's welfare. The inspiring manager leads by example. Staff are extremely keen to continue to improve their practice further. The manager sets them relevant targets during regular and productive meetings. The manager works closely with the experienced directors. They quickly identify beneficial ways to spend the additional funding the pre-school receives, for example providing services to further support children's emotional well-being. The manager plans to build upon the already strong relationships with other settings children attend even further. She strives to continuously improve the pre-school to provide the best service possible to families.

Quality of teaching, learning and assessment is outstanding

The quality of teaching across the pre-school is inspirational. Staff capture the children's attention fully with a wide range of appealing activities. The passionate staff use their expertise effectively to teach the children at every available opportunity. Children respond enthusiastically. Staff teach children a broad range of new words, which supports their language development highly effectively. They teach children about different cultures and celebrations. All children benefit from the enriching activities that are on offer. They demonstrate high levels of concentration. For instance, a group of children make soup and stay fully focused as they safely use sharp kitchen knives to cut vegetables. Staff skilfully support children to make links between their learning at the pre-school and their own experiences at home.

Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy their time at the pre-school. The atmosphere is calm and inviting. This helps children to become fully engrossed in the activities they choose. Children settle extremely quickly and form strong bonds with the staff members. Children are polite and become very sociable. For example, they talk keenly to visitors about what they have been doing earlier in the day. Children are very aware of their emotions and understand the impact their actions have on others. Staff support this effectively through discussions and positive role modelling. This contributes to the high standard of behaviour in the pre-school. Children demonstrate a high level of understanding of the strong hygiene practices in place. They enjoy working together to complete tasks.

Outcomes for children are outstanding

All children are exceptionally well prepared for the next stage in their learning, including school. They are highly focused and motivated learners. They persevere and keep trying and are incredibly proud of what they achieve. They develop their larger muscles outside, such as when they ride on scooters and bikes. They play together enthusiastically. Children practise their counting. For example, older children confidently count to 10 while their friends hide during a game of hide and seek. They learn how to use tools for a purpose. For instance, they use hammers to put nails into blocks of wood. Children explore using all of their senses. They smell the flowers in the garden and listen to the noises that they can hear when they are outside.

Setting details

Unique reference number	EY543468
Local authority	Hertfordshire
Inspection number	10090416
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	53
Name of registered person	Creswick Pre-School Ltd
Registered person unique reference number	RP543467
Date of previous inspection	Not applicable
Telephone number	01707331328

Creswick Pre-School registered in 2017. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term times. The pre-school is open between 9am and 4pm. Children can attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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