

Walkern Pre School

C/O Walkern Primary School, High Street, Walkern, STEVENAGE,
Hertfordshire SG2 7NS



Inspection date	22 March 2019
Previous inspection date	9 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The quality of teaching is good. The managers and staff provide children with an exciting learning environment indoors and outdoors. Children are enthusiastic learners and they make very good progress during their time at the pre-school.
- Staff place a high priority on developing children's speech and language skills. They encourage plenty of conversation with children and show a genuine interest in what they say. Children speak confidently with staff, visitors and each other. Staff use sign language and picture cards to communicate with children who require extra support.
- Children with special educational needs and/or disabilities (SEND) make good progress and flourish at the pre-school. Staff attend specific training, and work with specialists, parents and carers to ensure that they fully support all children.
- Children arrive happy and keen to start their day. Staff plan and provide a wide variety of exciting resources, activities and experiences for children based on their interests and abilities. Children enjoy activities and join in enthusiastically.
- Staff have developed strong links with the host school. They share information with the teachers to promote continuity in children's care and learning. Children become familiar with the environment as they play in the school grounds and take part in activities in the school hall. This supports their move to school when the time comes.
- The pre-school is well established within the community and some staff have worked there for several years. This helps to provide stability for parents and children. Partnership with parents is a strength of the pre-school. Staff keep parents fully informed about their children's learning. Parents say they are very happy with the care and education their children receive.
- The supervision arrangements to monitor the quality of teaching and evaluate staff practice do not focus sufficiently on raising the quality of teaching to the highest levels.

What the setting needs to do to improve further

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

- build on the current arrangements for the performance management of staff so that it focuses more specifically on raising the quality of teaching to an outstanding level.

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 manager.
- The inspector held a meeting with the managers. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- 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

The committee, managers and staff work very well together. They are highly committed to providing the best possible care and education for all children. They are reflective and continually evaluate the provision they offer. Staff are keen to keep their knowledge up to date and extend their skills further. They attend regular training, such as courses to promote children's mathematic and literacy skills. Safeguarding is effective. The managers and staff know how to identify and report any concerns they have about a child's welfare. They carry out appropriate risk assessments to ensure that children play in a safe environment indoors and outdoors. Children who need additional support are quickly identified and supported. Additional funding is used to help all children make good progress.

Quality of teaching, learning and assessment is good

Children have fun and enjoy their time at this warm and friendly pre-school. Staff provide a stimulating and interesting environment with a good range of resources. They regularly assess children's progress and use the information to plan for the next steps in their learning and development. Staff give parents ideas and suggestions about how they can continue to support their children's learning at home. Older children are encouraged to write their names and staff continually reinforce their understanding of letters and sounds. This helps to support their early literacy skills. Children enjoy using different media, such as crayons, paint and dough, to practise their mark-making skills. Children develop a love of books and enjoy being together in the cosy 'reading garden'. They learn about numbers, shape and size through daily routines and activities, such as singing songs.

Personal development, behaviour and welfare are good

Staff are kind and caring. They provide a welcoming and supportive environment for children and their families. Children form strong bonds with staff and settle quickly in the pre-school. They know what to expect during sessions, as staff share clear boundaries and follow familiar routines. Staff are positive role models for children and manage behaviour well. They give children lots of praise and encouragement, offering them a 'high five' to celebrate their achievements. Children learn about keeping healthy and safe through discussions and exciting activities. For example, they plant potatoes and chop-up vegetables to make soup. Children enjoy fresh air and exercise every day. This helps them to develop their physical skills and supports their good health and well-being.

Outcomes for children are good

All children, including those in receipt of additional funding and those who may require extra support, make good progress from their starting points. They acquire the skills they need to continue their successful learning at school. Children learn to share and take turns and to be kind to each other. They make choices about what they want to do and effectively manage their own care needs. Children learn to sit in a group and follow instructions. They take part in many charity events which helps them to respect others and contribute to the wider society.

Setting details

Unique reference number	149665
Local authority	Hertfordshire
Inspection number	10063678
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	62
Name of registered person	Walkern Pre-School Committee
Registered person unique reference number	RP902029
Date of previous inspection	9 February 2016
Telephone number	01438 861285

Walkern Pre-School registered in 1991. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The manager holds a degree in early years. The pre-school opens Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 1pm until 3.30pm. A lunch club is available from 11.45am to 12.45pm. 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

