

# Digswell Pre-School

St. Johns C of E Primary School, Hertford Road, Digswell, WELWYN,  
Hertfordshire AL6 0BX



<b>Inspection date</b>	3 April 2019
Previous inspection date	10 November 2015

<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

- The manager and staff are highly qualified and have a good knowledge of how children develop and learn. For example, staff support young children to work out problems for themselves. This helps to ensure children receive the best possible opportunities to make good progress from their starting points.
- Staff know children very well. They make effective use of what they know about the individual children to plan for what they need to learn next. This helps to motivate children to play and explore.
- Children develop strong emotional bonds with their key person and all members of staff. Children are given lots of reassurance and cuddles to help them settle in to the pre-school in their own time.
- Staff quickly identify children whose achievements are below what is expected for their age. They work very well with parents and other professionals to help to support these children. This helps to make sure children with special educational needs and/or disabilities make good progress given their capabilities.
- The manager has not yet explored a wide range of performance management opportunities that aim to raise the quality of teaching to the very highest levels.
- Staff sometimes miss opportunities to develop fully children's understanding of numbers and counting.

## What the setting needs to do to improve further

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

- explore a wider range of performance management opportunities that are sharply focused on raising the quality of teaching to an outstanding level
- make better use of opportunities that arise for children to practise their developing counting skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and a committee member. 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.
- The inspector spoke with staff and children during the inspection.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection procedures and they know how to manage any concerns they may have about a child's welfare. The manager has robust recruitment, induction and vetting procedures that ensure that staff are fully vetted and qualified. The manager and her deputy track the progress of different groups of children to close any gaps as quickly as possible through focused learning. The manager and committee develop a targeted improvement plan to help them identify strengths and areas for development. The manager successfully seeks the views of staff, the committee and parents to help make the changes and improvements to the pre-school to benefit all children. Staff develop strong and trusting relationships with parents. Daily conversations between staff and parents help to provide a consistent approach in supporting children's care and learning.

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

Staff support children's communication and language development effectively. They give children praise when they use interesting language, such as 'rough' and 'spiky', as they shred cereal with their fingers. Staff help toddlers develop their small-muscle skills as they experiment with mixing cereal and melted chocolate. Staff interact positively with children, and make good use of opportunities to challenge their thinking. For instance, when toddlers make Easter chocolate nests, staff encourage them to think about what will happen to the cereal as they add the melted chocolate. Staff encourage children to practise writing and examine different ways to make marks. For example, children use paint, pens, brushes and print with oval stampers to decorate their eggs and Easter baskets. Staff encourage older children to write their names on their work and support them to gain skills in their early literacy, in readiness for school.

### Personal development, behaviour and welfare are good

Children are very happy and ready to learn when they arrive at pre-school. This demonstrates a secure sense of belonging and emotional well-being. Staff are good role models and promote respect and tolerance well. Older children show high levels of care towards younger children and are aware of one another's needs. For instance, when younger children show their friends their drawings, older children quickly respond by praising them for their achievements. Staff plan a wide range of exciting outdoor activities, such as running around looking for eggs at the Easter hunt, to support children's physical skills. Staff support children particularly well when they prepare to move on to school. For instance, the nursery school teacher spends time with children for 'play days' and is deeply involved with their transitions.

### Outcomes for children are good

Children make good progress, given their starting points and capabilities. Children are independent in their daily routines and tidy away after play. Children develop a good sense of responsibility. They build friendships and develop good social skills. Children clearly have fun and genuinely enjoy the warm interactions with staff. They gain valuable skills for their future learning.

## Setting details

<b>Unique reference number</b>	EY458475
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063641
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Digswell Pre-School and Toddler Club Committee
<b>Registered person unique reference number</b>	RP909875
<b>Date of previous inspection</b>	10 November 2015
<b>Telephone number</b>	07748851240

Digswell preschool registered in 2012. The pre-school operates from a purpose built nursery premises in Digswell School in Welwyn, Hertfordshire. It is open Monday to Thursday between 12.30pm to 3.30pm and 12.30pm to 2pm on Friday, during term time only. There is a lunch club each weekday from 11.55am to 12.30pm. There are three members of staff and all hold relevant qualifications between level 6 and level 3. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children.

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