

Inspection of ABC Preschool

Akeman St Baptist Church, Tring, Hertfordshire HP23 6AA

Inspection date: 4 December 2019

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children behave well. Staff have high expectations and are good role models who teach children about sharing and being kind to their friends. Children learn about different cultures. Staff ensure that children from different backgrounds are equally included, and the pre-school celebrates a variety of festivals and beliefs. Children learn about healthy lifestyles. They eat a range of nutritious snacks, develop good self-care skills and have daily opportunities for outside play. Children are motivated. They climb the indoor frame with confidence and proudly call to staff to 'look at me' when they get to the top. Staff praise children's efforts. This promotes children's self-esteem and confidence.

Children are happy, settled and make good friendships. They arrive and separate from their carers with ease and quickly choose from activities that interest them. For example, children explore books independently, with friends or as part of a group. They listen carefully and engage fully when staff read to them. Staff make story time interesting. They confidently read to children and use props which bring the stories to life and capture children's interests. Children take part in a range of activities and experiences that link to themes and incorporate their next steps in learning. For example, children make Christmas cards and join in with Christmas activities.

What does the early years setting do well and what does it need to do better?

- The manager and staff team review and evaluate the setting on a regular basis. They acknowledge that risk assessments must be reviewed, and recent changes to the arrival and registration procedures reflect this appropriately. For example, additional safeguards have been implemented to ensure that children are safe and cannot leave the setting unsupervised.
- Partnerships with other providers and outside agencies are very strong. For example, staff communicate effectively to ensure that children with special educational needs and/or disabilities (SEND) are consistently supported. Communication books are in place and staff share key information, such as the progress check for children aged between two and three years, to ensure children's learning and development are consistently promoted.
- The established team of staff work well together. Staff are supported effectively by the pre-school manager. Arrangements for supervision are effective and aid staff in continuing to develop their teaching practice and ongoing professional development.
- Children, including those with SEND, are acquiring the skills they need for future learning. Staff speak clearly and use sign language to help children learn new words and communicate effectively. They work very closely with parents and share information. They provide good-quality support to ensure parents are

included in their children's learning. Parents are very complimentary about the pre-school staff. They are happy with the care and education their children receive.

- Staff support children's personal, social and emotional development through regular praise and reassurance. They encourage children to include their friends in play and praise them effectively for their kindness. Children are imaginative. They make 'cakes' and 'biscuits' with play dough and adopt different roles as they play in the home corner.
- The key-person system is effective. Children and their families build close bonds with key staff. Small-group times are organised daily. Staff plan interesting games and activities to support their key children's skills across the seven areas of learning. However, on occasions, during group activities, staff do not challenge the most able children effectively.
- Children use a range of tools during creative activities, which enhances their physical skills. However, some of these activities are too adult led. Children are not given enough opportunities to express themselves or have the chance to develop their own ideas.
- Children engage fully in opportunities to explore and identify bugs in the outside area. They look carefully under wooden logs and talk with staff about the creatures they find. This increases children's growing vocabulary. However, children do not always have access to a full range of outdoor opportunities to meet the needs of those who learn best outside.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge of safeguarding procedures to be followed in the event of a concern being raised. Staff attend regular child protection training. This means staff are aware of the signs and symptoms that may indicate a child is at risk of harm. Robust recruitment procedures are in place to help ensure the suitability of adults working with the children. Recent changes to the pre-school arrival and registration procedures mean that children's safety is more robustly monitored. Staff are deployed effectively to help keep children safe.

What does the setting need to do to improve?

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

- organise small-group activities more effectively to ensure that the most able children are suitably challenged
- enhance outdoor facilities for children and broaden the range of learning opportunities, particularly for those who learn best outside
- provide children with more opportunities to express their creativity and to develop their own ideas.

Setting details

Unique reference number	129311
Local authority	Hertfordshire
Inspection number	10127314
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 3
Total number of places	28
Number of children on roll	29
Name of registered person	Akeman Street Baptist Church Committee
Registered person unique reference number	RP523345
Telephone number	01442 824418
Date of previous inspection	17 November 2014

Information about this early years setting

ABC Preschool registered in 1992. The pre-school employs nine members of childcare staff. Of these, six hold early years qualifications at level 2 or above, including the manager, who holds qualified teacher status. The pre-school opens during term time from 9.10am to 12.10pm, on Monday, Tuesday, Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jo Rowley

Inspection activities

- The inspector held a discussion with the pre-school manager to understand how the early years provision, children's learning and the curriculum are organised.
- The inspector spoke with staff and children at appropriate times throughout the inspection. She spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager and evaluated the quality of teaching.

We carried out this inspection 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.

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