

Inspection of Abbots Langley Pre-School

St Lawrence Church Hall, Abbots Langley WD5 0AS

Inspection date:

8 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Some improvement to the way that staff engage with children has been made since the last inspection. However, the quality of teaching is not consistently good. Nevertheless, children settle in securely and show that they feel safe at pre-school. They learn to make friends and play with each other and follow the positive example of staff. Children develop some worthwhile skills. For example, they use their physical skills to balance on stilts and to climb and slide on play equipment. They sing familiar songs and listen to stories read by staff in a lively voice.

Staff engagement with children has improved. They speak with and listen to children, read stories and discuss things that they see and experience around them. However, staff are unclear about what children need to learn next to make good progress, so do not shape activities to support children's next steps in learning. Some intentions for learning are too broad and not focused on secure knowledge of each child's individual needs. Additionally, the outdoor environment is not well used. Some outdoor activities are not well resourced. For example, when children find paintbrushes outdoors, there is no water or paint for them to make marks with.

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

- The manager is ambitious about the future for the pre-school, but also recognises the work still left to do to embed improvements. Since the last inspection, she has focused on ensuring children's safety and well-being. Children now benefit from the care of a consistent staff team. However, the quality of education continues to be a significant area for development. Nevertheless, the manager's plans for improvement are promising. She uses regular reflection times to help identify areas for development. Staff benefit from thorough induction and regular supervision opportunities. They say that they feel happy to work at the pre-school, feel supported and are enthusiastic about their work.
- The manager works closely with outside professionals to gain support for any child with identified special educational needs and/or disabilities (SEND). The manager also works closely with the parents of children with SEND. The manager has worked hard to make closer links with all parents. Parents praise how well their children have settled in and report that their children are happy to come to pre-school. Staff give feedback to parents every day and make sure that they share information about children's experiences at pre-school.
- The manager is beginning to implement a curriculum that supports all children to make progress. While the manager focuses on particular areas of learning, such as supporting children's language development and their personal, social and emotional development, other staff are not as sure what the intentions are

for all children's learning. This means that some of their interactions with children lack focus. Staff do not always present information clearly to children and some children are not clear about what they are meant to do during an activity. For example, staff sing a welcome song, but children do not know when to sing their name. Children are invited to draw their own faces after looking in a mirror, but this is too advanced for some children and not advanced enough for others. Children lose interest. At other times, when children are more engaged in their chosen play, staff interrupt them, for example, by inviting children to line up to move to another area. This disrupts children's concentration unnecessarily.

- The key-person system has improved since the last inspection. Children seek support from familiar adults, and any child who becomes upset is treated warmly and comforted. Staff are working hard to support children's independence skills. They show them how to put their own coats on to go outside, and work with parents to support toilet training. Children are beginning to be more independent in their play, in readiness for the next stage of learning, such as the move to school.
- Staff's understanding of how children learn to manage their own behaviour is much improved and, as a result, any challenging behaviour is managed appropriately.

Safeguarding

The arrangements for safeguarding are effective.

The manager has made significant improvements in the quality of safeguarding since the last inspection. All staff and managers have attended targeted training and know what steps to take to identify, respond to, and refer any signs for concern about children or adults at the pre-school. They know the action to take to seek advice and support from relevant outside agencies, and to act without delay to protect children in their care.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff understand how to manage transitions between activities and experiences to prevent unnecessary disruption to children's learning	30/09/2022

improve staff understanding of curriculum intentions to enable them to focus specifically on what children need to learn next, to ensure that activities are suitably challenging for all children.	30/09/2022
---	------------

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

- develop further the outdoor learning environment and opportunities for learning to increase the range of learning experiences for all children, especially those who prefer to learn outdoors.

Setting details

Unique reference number	EY540884
Local authority	Hertfordshire
Inspection number	10237639
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	15
Name of registered person	Abbots Langley Pre-School Limited
Registered person unique reference number	RP548520
Telephone number	07467101306
Date of previous inspection	24 March 2022

Information about this early years setting

Abbots Langley Pre-School registered in 2016. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens Monday to Thursday from 9am to midday. A lunch club is offered from midday to 12.30pm, and afternoon sessions are from 12.15pm to 3.15pm. On Friday, the pre-school opens from 9am to midday, then closes after lunch club at 12.30pm. The pre-school opens during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Naomi Brown

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022